University Teacher Preparation Partnership Strategies for Developing and Sustaining Quality Mentoring

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Ms. Linda Whitehead, Broward Schools’ Grant Liaison
DESIRE FOR REFORM VS. REALITY OF CHANGE

“I want you to find a bold and innovative way to do everything exactly the same way it’s been done for 25 years.”
EXCEED Grant

- Grant Award - $4.3 million (2014-2017)
- Focus of Grant
  - Deepen candidate content knowledge
  - Enhance clinical experiences
  - Strengthen partnerships with school districts
  - Engage in Continuous Improvement
GRANT PARTNERS

- Florida Atlantic University
  - College of Education- Dept. of Teaching and Learning
  - College of Science
  - College of Arts and Letters
  - Honors College

- District Partners
  - Broward County Public Schools (6th largest in nation)
  - School District of Palm Beach County Schools (11th largest in nation)

- Strategic Partners
  - Learning Sciences International
  - New Teacher Center
TIMING IS RIGHT CHANGE

- Content instruction limited to methods courses
- Limited partner involvement
- Lack of alignment of observation and evaluation tools with district partner expectations
- Minimal calibration or consistent scoring and feedback processes
- No formal professional learning for clinical educators or university supervisors
- Inconsistent faculty and adjunct expectations and understanding of district needs
- Limited customer feedback and use of data leading to continuous program improvement
Group Activity I

- At your tables, discuss teacher preparation program issues that you are experiencing as a district partner or higher education/program provider.

- From these issues, as a group, identify two areas that are significantly impacting the development of well-prepared teacher candidates.

- We will ask for examples from each table.
FOCUS ON EXCELLENCE AMID CHALLENGES
STRIVING FOR EXCELLENCE

- Clear program vision and goals
- Engaged faculty and adjuncts
- Coursework that deepens content knowledge and pedagogy
- Logical progression and alignment of coursework
- Discerning process for selecting, developing and monitoring clinical educators and university supervisors
- Quality coaching and feedback to support reflective practices
- Continuous improvement processes
- Strong district partnerships
- Enhanced candidate employability
- Accelerated practice leading to student achievement
ENGAGING IN THE CHANGE PROCESS

- Create a Case for Change
  - Florida K-12 Standards
  - Teacher performance evaluations
  - Florida Teacher Certification Examination (FTCE)
  - State-mandated student teaching summative instrument aligned to district evaluation model

- Create structural change
  - Content coursework developed with districts
  - Professional development
  - Observation and feedback tools
  - Use of assessment and survey data to drive decisions
  - Faculty alignment to support changes
CHANGE DOES NOT COME EASILY
COLLABORATION & CHANGE

**Districts**
- Qualified new teachers
- Teachers trained in Instructional Framework of evaluation
- Succession planning for future teacher leaders & administrators
- Teacher retention $$
- Relevant Preparation programs

**Partners**
- Branding
- Product sales
- Preservice model that can be replicated
- Induction to support struggling teachers
- Coaching Tools

**FAU**
- Sought after teacher candidates
- Quality/Renowned Teacher Preparation Program
- Research
EBBs and FLOWs of the CHANGE PROCESS

❖ Positives
  • Collaboration with districts and other departments
  • Improved faculty engagement
  • Enhanced clinical experiences
  • Engagement in continuous improvement: new and updated courses, greater alignment with district needs

❖ Challenges
  • Competing interests
  • Quality and usefulness of data
  • Sustainability
"We are what we repeatedly do. Excellence, therefore, is not an act but a habit."

~Aristotle
2012-2015 Graduate Responses on the Quality of FAU’s Elementary Education Program
Graduate Feedback for Improvements

- More exposure to reading strategies, diagnosis and remediation
- Expanded practice and learning of classroom management strategies
- Marzano strategies and evaluation system
- Teaching content more effectively and need for integrating within literacy
- Ensure university supervisors are up-to-date with district teaching methods and expectations
PERCEPTION OF STUDENT TEACHERS
CONTENT KNOWLEDGE (Fall 2015)

% Very Knowledgeable or Knowledgeable

<table>
<thead>
<tr>
<th>Subject</th>
<th>Student Teachers</th>
<th>Cooperating Teachers</th>
<th>University Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>79%</td>
<td>67%</td>
<td>82%</td>
</tr>
<tr>
<td>Math</td>
<td>96%</td>
<td>66%</td>
<td>68%</td>
</tr>
<tr>
<td>Science</td>
<td>90%</td>
<td>68%</td>
<td>73%</td>
</tr>
<tr>
<td>LAR</td>
<td>91%</td>
<td>72%</td>
<td>77%</td>
</tr>
<tr>
<td>K-5 ELA/Math Student Standards</td>
<td>77%</td>
<td>70%</td>
<td>73%</td>
</tr>
</tbody>
</table>
Florida Teacher Certification Exam
Elementary Education Pass Rates

<table>
<thead>
<tr>
<th></th>
<th>Fall '13</th>
<th>Spring '14</th>
<th>Fall '14</th>
<th>Spring '15</th>
<th>Fall '15</th>
<th>Spring '16</th>
<th>Fall '16</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAU Data</td>
<td>80%</td>
<td>84%</td>
<td>88%</td>
<td>52%</td>
<td>70%</td>
<td>64%</td>
<td>65%</td>
</tr>
</tbody>
</table>
I feel that the program needs to be improved. The subject area courses are not as relevant as they should be to the FTCE exam.

I think that the content classes need to do a better job of teaching content.

I believe that the classes taken throughout the education program should correlate more with the real world in education.

My only issue was I was not trained in the Marzano model before student teaching so I learned it as I was student teaching. Would be better up front.
As we start a new school year, Mr. Smith, I just want you to know that I'm an Abstract-Sequential learner and trust that you'll conduct yourself accordingly!
OUR JOURNEY TO EXCELLENCE-CLINICAL EXPERIENCES

- Enhanced Clinical Experiences
  - Practicum course & student teaching language (seamless)
  - Strong foundation of classroom management to be explored deeper in the new classroom management course
  - Action in the field & practicum align with district evaluation model
  - Professional development for clinical educators and university supervisors in conducting observations, providing feedback and coaching
  - Redesigned observation & feedback tools and summative instrument
  - Improved selection and monitoring of clinical educators
GOOD COACHING INTENTIONS GONE WRONG!

Video Clip - Excerpt from Surfs Up

- https://www.youtube.com/watch?v=VD8UttNfU60
New Teacher Center

- Coach Development

  Coaches provide intensive, contextualized support to student teachers to guide them to master the challenges of the classroom to have a positive impact on student achievement.
  - Cooperating Teachers
  - University Supervisors

- Benefit

  All levels of support are aligned
  - Student Teacher
  - Cooperating Teacher
  - University Supervisor

- Development

  Professional development around the Blended Coaching Model
  - Supervisors - Two days, forums, and field visits
  - Cooperating teachers - Three days
Blended Coaching Strategies
Mobius strip
Collaborative Assessment Log (CAL)

Provides a structure for coaching conversation after classroom observation

- Embedded Conversation Protocol
- Focus and Clarity
- Discussions, Decisions and Next Steps
- Guidance for Coach Support
- Ongoing Assessment Data for Accountability
- Evidence of Meeting Professional Learning Standards
PROFESSIONAL LEARNING

Agenda
Connector: Teaching Philosophy
Overview
Fostering Resilience in Student Teachers
Meaningful Student Feedback
Communicating Concerns Directly
Professional Resources
Student Teaching Goals and Evaluation
Closure
Ways to Monitor Students
4, 3, 2, 1
Debates
Turn & Talk
Discussions
Kahoot
Exit Tickets
Jeopardy
Teacher Questioning
Interactive Journals
Observations
Strong Partnerships

- School District Liaisons
- Joint Placements of Student Teachers
- Joint Observations
- Data Sharing
BENEFITS TO PARTNER DISTRICTS

- “Grow Our Own” Initiative
- Strong School Culture for Field Experience
- Teacher Evaluation Model & Standards Based Instruction Alignment
- Collective Support from Cooperating Teacher, University Supervisor & District Liaison
- Monitor Mentoring Practices
- Mentor Professional Learning for Clinical Educators
- Observer Professional Learning for Clinical Educators
- Track Program Completion Employment Status
BENEFITS TO PARTNER DISTRICTS

Future Implications
- Potential Pipeline from High School Students to New Teachers
- Pre-Service Students as Potential Teacher Candidates
- Mentor Qualifications Strengthened
- Partnerships with Institutions of Higher Education

Lesson Learned for Mentors
- Quality Mentors thoroughly Developed
- Mentors Collaborate on Best Practices
- Mentor Support by District Liaison

Induction Program to include Pre-Service Students
OUR JOURNEY TO EXCELLENCE - CONTINUOUS IMPROVEMENT

- Continuous Improvement
  - Use of relevant data:
    - Survey results
    - Observation data
    - Student, faculty, clinical educator and university supervisor feedback
    - External reviewer data
2015-16 Teacher Candidate Responses on the Quality of FAU’s Elementary Education Program

- Excellent preparation: 54%
- Good preparation: 39%
- Average preparation: 7%
- Poor preparation: 0%

Making Progress
Cooperating Teacher Surveys Spring 2016 and Fall 2016

- Has your experience in the FAU EXCEED program improved your practice as a teacher?

Spring 2016
Respondents: 57 (74% response rate)

Fall 2016
Respondents: 35 (53% response rate)
Cooperating Teacher Surveys
Spring 2016 and Fall 2016

Has your experience in the FAU EXCEED program improved your ability to support the development of a pre-service teacher?
NEXT STEPS IN YEAR THREE FOR SUSTAINABILITY

- Content courses built into the elementary education program
- Identify lead content faculty
- Develop in-house professional developers and coaches
- Continue calibration and scoring of observations with district partners
- Support clinical placement coordinator position
- Continue examination of program data for improvements
- Collaborate with districts to secure guaranteed contracts for candidate employment
- Continue discussions with district partners to leverage other funding and support for continuity of changes
Group Activity II

- At your tables, refer to the issues that you identified in the first activity.

- After hearing the changes that we have undertaken, discuss some ways that you believe you and your partner districts or institutions of higher education can work together to address the issues.

- We will ask the groups to share.
“In an increasingly complex world, sometimes old questions require new answers.”
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