Preparing Candidates for Student Teaching by Collaborating with Clinical Faculty

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Code here
In the long history of humankind, those who learned to collaborate and improvise most effectively have prevailed.

-- Charles Darwin
BIG IDEA #1

Co-control
Co-laborate
CONTROL

Then

Teacher-centered
Behavioristic learning environment
Supplemental field experiences
Top-down model

Now

Learning-centered
Experiential learning environment
Integrated field experiences
Circular model
## COLLABORATE

<table>
<thead>
<tr>
<th>Then</th>
<th>Now</th>
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<tbody>
<tr>
<td>Placements sometimes via self-assignment and availability</td>
<td>Placements made by principal using 1-1-1 model</td>
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<tr>
<td>Requirements determined by instructor</td>
<td>All faculty determine requirements together</td>
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<td>Communication minimal and mostly via candidates</td>
<td>Communication is semi-daily and direct</td>
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BIG IDEA #2

IM-

Im-plement
Im-provise
Course Organization

- 15-week semester
- 3-hour class block, overlapping with 50-minute lab school period
- 5 course modules, aligned to Louisiana Compass components
- Standard weekly agenda
  - Learning Walk preview
  - Learning Walk
  - Candidate debrief
  - Faculty debrief
  - “Theory” lesson
  - Activity
  - Wrap-up
**Learning Walks and Debriefs**

- “Directed” observation and participation with protocol and instructor
- 2 learning walks per week; 15 minutes each
- Focused on Compass component “of the day”
- Pre-arranged with principal and faculty

- Candidate debrief immediately after learning walks
- Faculty debrief with candidates immediately after candidate debrief
- Real-time Q&A aligned specifically to Compass component
BIG IDEA #3

RE-

Re-visit
Re-vise
Re-flect
REVISIT

Faculty Feedback

Weekly candidate performance monitoring; formal teaching evaluations and informal feedback

Semi-weekly (at least) discussions with faculty and principal

Plus/delta and constructed response faculty feedback at semester’s conclusion
Faculty feedback compared to candidate performance data

Faculty feedback on curricular, assessment, or field experience adjustments integrated for following semester

EXAMPLES:
- Formative and summative evaluations
- Logs
- Lesson plan draft submissions
- 1-1-1 scheduling
Faculty collaborate on revision decisions

Changes implemented following semester or year, depending upon the change

Changes revisited after next cycle

Test, review, decide cycle continues
Impact?
Candidate professional growth plans prepared at semester’s end serve as blueprint for student teaching experience

Candidates:
- Review all informal evaluations and feedback, formal evaluations, logs, course assignments
- Identify one measurable goal for each Compass component
- Determine at least one strategy to accomplish each goal

Long-term program goal after residency model implementation to have this serve as a two-part reflective piece started Semester 1 and completed Semester 2
First class where I got to be THE TEACHER. I was scared, but my CT [cooperating teacher] was amazing and helped me prepare. I stepped into student teaching more prepared than I ever thought I could be.

-- Jade

I had an amazing cooperating teacher who let me try almost any idea I had. She helped me work out the kinks and was honest when some activities I tried worked and when they failed--miserably! My student teaching cooperating teacher said I was her first student teacher prepared on Day 1. That’s because of the methods’ course.

-- Sam

What can I say? This course rocked my world. My cooperating teacher’s personality was very different from mine, but now I see why I was assigned to her. She balanced me. I needed that. Walked into student teaching calm and ready. No other course gave me that experience.

-- Owen
I chose to teach at a lab school because I wanted the experience of working closely with future teachers. This experience gave a chance to do that and see results.

-- Sarah

The redesign of this course led to a model where I feel much more connected to the college program. My opinion is sought, and I feel they are valued. The debriefing component is a powerful experience. The students [candidates] surprise me with what they ask and what they notice.

-- Molly

These college students leave this new course ready to student teach. We help them as much as we can now, and we were not really given that chance before, at least not at the same level of engagement as we have now. What we have now is why I came to work at a lab school.

-- Tim
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