

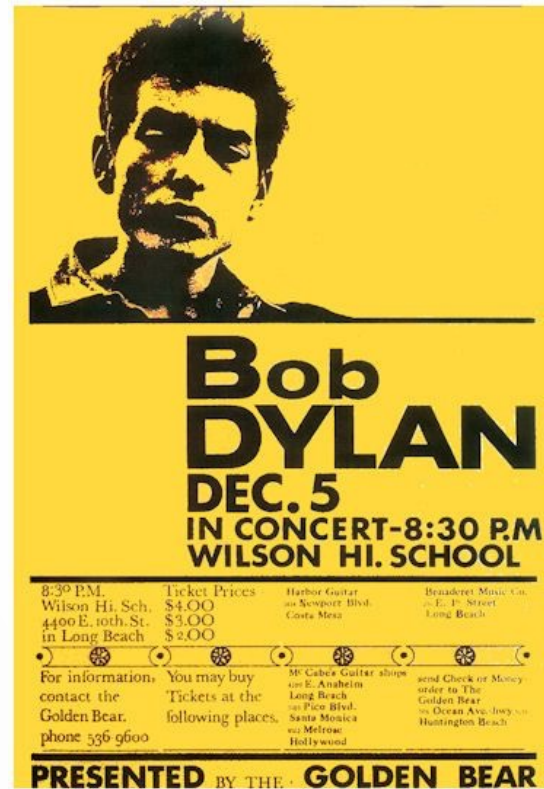


CSULB Mentor Teacher Workshop

Professors Betina Hsieh and Tim Keirn

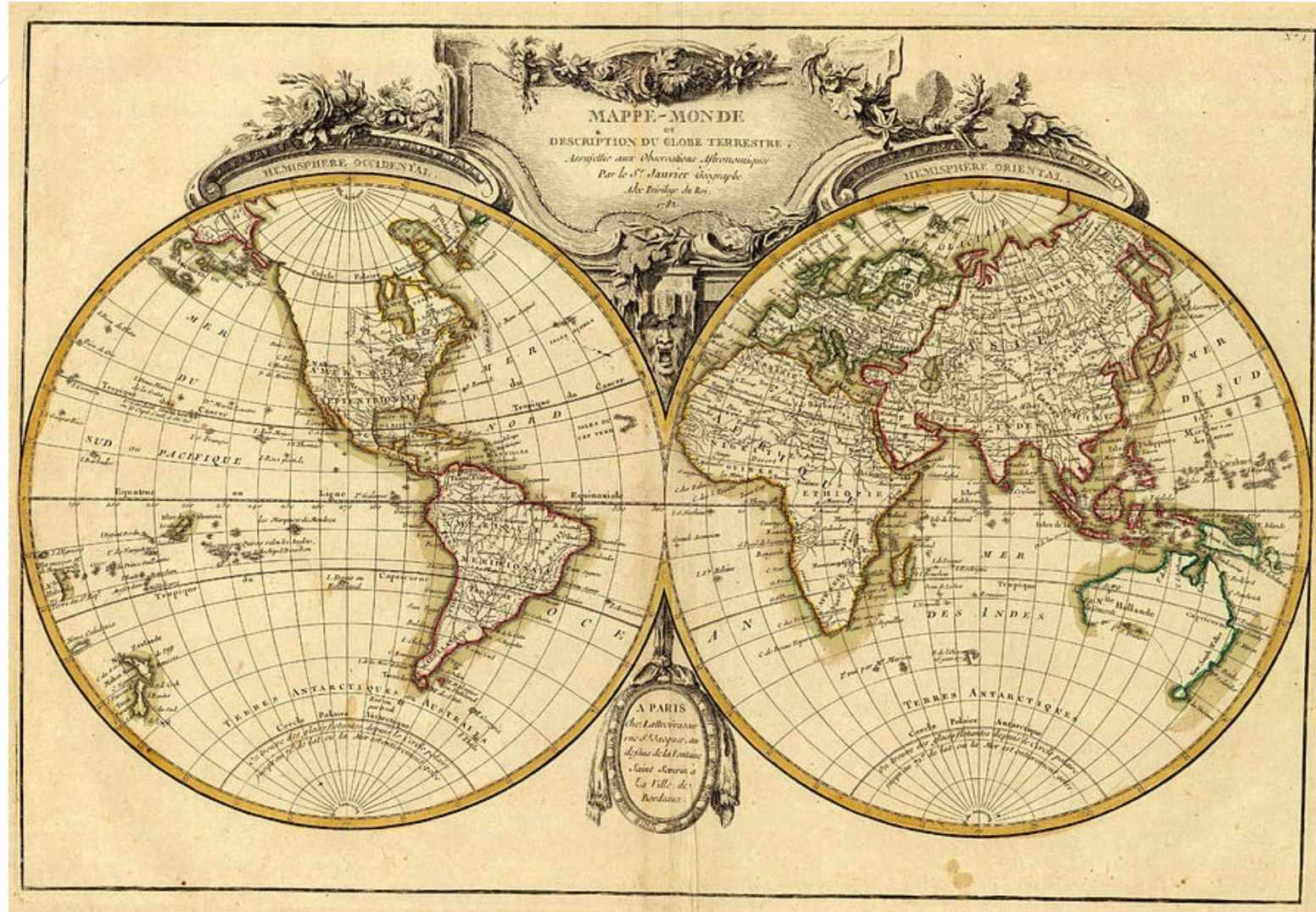
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Agenda



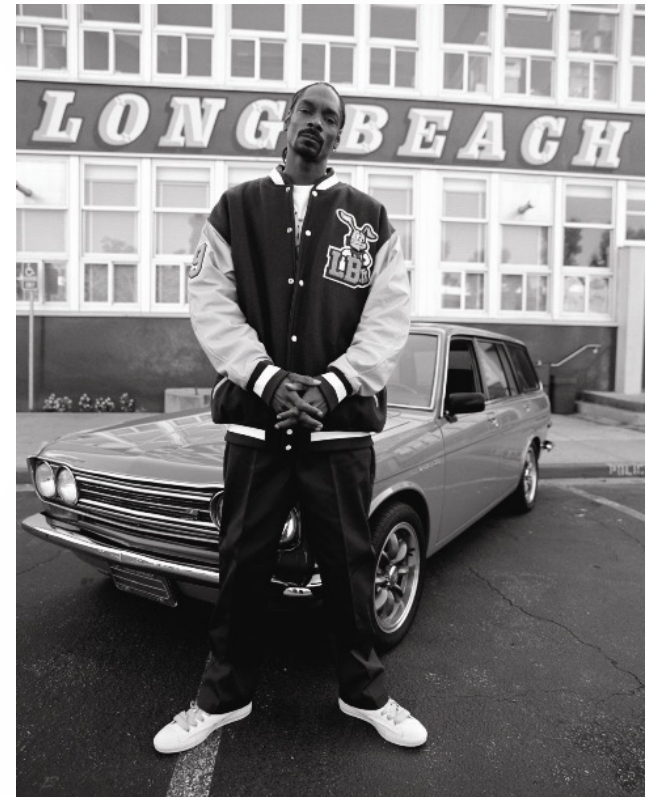
- 8:45-9:15 Intros & Warm Up
- 9:15-10 Focus on Fieldwork
- 10-10:15 Break
- 10:15-10:45 Focus on Student Teaching
- 10:45-11:30 Cultural & Linguistic Funds of Knowledge
- 11:30-12:15 Student Teaching
- 12:15 – 1 Lunch
- 1 – 2:30 Subject Sessions

Where Are You From? Activity



Where Are You From Professionally?

- ▶ What was your pathway to teaching?
- ▶ What are the similarities and differences in your pathway from preservice to practice when compared with those of our current teacher candidates and student teachers?






Focus on Fieldwork: The Arc of Clinical Practice & Fieldwork Modules in the SSCP

- ▶ The Scale of the CSULB Secondary Program
 - ▶ 493 Admits in 2019-2020
 - ▶ 41% Latinx; 35% White; 15% Asian; 4% Multiethnic; 2% African American
 - ▶ 9 subjects with sub-authorizations, plus BILA and CS pathways
- ▶ 600 Hours, TPEs and the CTC . . .
- ▶ Purposeful Fieldwork and Modular Logic & Sequence
- ▶ Clinical One: EDSS 300 Introduction to Secondary Teaching (Subject Specific)
 - ▶ 45 hours at middle and high schools
 - ▶ 3 modules (classroom management, differentiation, content comprehensible to all)
 - ▶ Confidential fieldwork evaluation



Focus on Fieldwork: The Arc of Clinical Practice & Fieldwork Modules in Clinical 2

- ▶ EDSE 435 Intercultural Education
 - ▶ 15 hours & 1 module (focus on CRP)
 - ▶ EDSE 436 Curriculum and Instruction
 - ▶ 15 hours & 1 module (creating effective learning environments)
 - ▶ EDSE 457 Literacy (Humanities & STEM)
 - ▶ 15 hours & 1 module (literacies impact on practice – drawing on cultural & linguistic funds of knowledge)
 - ▶ EDSS 450 Teaching Methods
 - ▶ 25 hours and 2 modules (knowing your students & assessment)
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Conversation on Fieldwork




- ▶ Were you aware of the modules? Do students engage with you about practice?
- ▶ What are the strengths & weaknesses of the current fieldwork process and candidate conduct?
- ▶ What are some protocols that we might establish across the arch of fieldwork to strengthen clinical practice?
- ▶ Building professional relationships from fieldwork through student teaching

Break Time!





The Arc of Student Teaching: Logistics

- ▶ Subject Matter Preparation
 - ▶ Requirements
 - ▶ 3 classes and one or two preps
 - ▶ New CTC requirements for cooperating teachers and university supervisors
 - ▶ The role of the University Supervisor
 - ▶ 6 formal observations and formative feedback equally distributed across the semester and the three different classes
 - ▶ Full class observation and feedback
 - ▶ ‘Meet and Greet’ and midterm/final evaluation meetings
 - ▶ Midterm Action Plan and Final Induction Plan/IDP
 - ▶ The Student Teaching Seminar (EDSS 473) and TPA support
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The New CalTPA 2.0



- ▶ Two Instructional Cycle Assessments - Each cycle has four components
 - ▶ Plan, Teach and Assess, Reflect, and Apply
- ▶ 8 rubrics for Cycle 1 and 9 rubrics for Cycle 2
 - ▶ 5 point scales
 - ▶ 19 and 21 point minimum
- ▶ Candidates demonstrate proficiency through
 - ▶ Written narratives, rationales and textual annotations
 - ▶ Lesson plans, curricular materials, assessments and student work
 - ▶ 9 annotated video excerpts

Instructional Cycle 1 versus 2

- ▶ Cycle 1 -- focus on 3 students
- ▶ Cycle 2 – whole class focus and additional video evidence
- ▶ Cycles are due week 9 and 14 of student teaching
- ▶ The role of Pearson Inc.
- ▶ Only 75% of Fall student teachers submitted by the end of student teaching but 96% of them succeeded on both TPAs
- ▶ Why candidates need to submit the TPA during student teaching!
- ▶ Challenges with particular rubric points in Instructional Cycles 1 and 2 that address asset framing of instruction and reflection



CalTPA
California Teaching
Performance Assessment

Student assets: Recognizing students' cultural & linguistic funds of knowledge

- ▶ From anthropological work of Luis Moll & his colleagues (Moll et al., 1992)
- ▶ Students are whole people who bring cultural and linguistic resources from their homes and communities
- ▶ Student learning can be more meaningful if teachers can draw from these cultural and linguistic funds of knowledge in classroom instruction, bridging abstract concepts and relevant experiences from students' lives
- ▶ To do this, teachers must know their students well and develop strong relationship based on reciprocity (a willingness to learn from students about their identities outside of the classroom) and *confianza* (trust built over time)



Time to write...



- ▶ Think about your own classes. Brainstorm the cultural & linguistic funds of knowledge that your students bring to the classroom.
 - ▶ You may choose to focus on one or multiple students or an entire class period
- ▶ How do you or could you draw from their assets in your classroom instruction?

Partner Share → Discussion

Share what you wrote about then with your partner reflect on the following questions:

- ▶ Is your practice incorporating student funds of knowledge observable to an outside? Do you/ could you talk w/ observers/ student teachers about this?
- ▶ How could we make these practices more explicit to support students, teacher candidate and our own professional growth?



Mentoring and Supporting Student Teachers



- ▶ What are the best 'pre-instructional' practices and protocols for our student teachers? Should candidates do fieldwork with the future cooperating teacher first?
- ▶ Gradual Release of Responsibility
 - ▶ Establishing protocols for timeframes and benchmarks

Mentoring, Coaching and Support

- ▶ What are some of your best mentoring practices with teacher candidates?
- ▶ How should we collaborate with student teachers?
- ▶ Cognitive coaching approaches
- ▶ What are your expectations of our student teachers in the mentoring process?

