Yearlong Student Teaching: Boom or Bust?

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Yearlong Student Teaching: Boom or Bust?

Abstract
The Iowa Department of Education awarded Dordt College and a second institution of higher learning a grant to implement a yearlong student teaching pilot program. This presentation describes the implementation of the program and examines the benefits and challenges that resulted from it.

Keywords
student teaching, mentoring in education, evaluation, research grant

Disciplines
Teacher Education and Professional Development

Comments
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YEARLONG STUDENT TEACHING: BOOM OR BUST?

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YEARLONG STUDENT TEACHING GRANT

• $1 million
• Regents institution & private college/university
• Purpose: to study the viability and sustainability
• Pilot began fall of 2014 and concluded in spring of 2015
Mid-term Evaluation 1-5

- Fall intern
- Fall mentor
- Spring intern
- Spring mentor
Final Evaluation

 Trad

 YLST

 Overall
TIPs: TEACHER INQUIRY PROJECTS

- Effective Math Homework
- Boasting Multiplication Skills Using Times Tales Program
- Building Savvy Self-Assessors
- Other topics have included:
  - High frequency words, reading, fine motor, math and music, engagement, phonics, movement, and more
MENTOR GROWTH

• Mentor Selection

• Pre/Post Survey on Co-teaching Skills and Mentoring Skills
MENTOR REFLECTIONS

“I definitely saw growth in my students’ learning. Especially when we used parallel teaching or stations, we could address students’ needs more specifically.”

“My intern and I did parallel teaching with a very small class of students. I’m not sure if I’d call it parallel or differentiated. We taught the same lesson but we had two distinct groups of students—one group that was super sharp and another with some SPED needs. It really worked!”

“I can’t say that there was a difference in my kids’ scores. That would be hard to know what was causing the difference. But it was really helpful to have another set of eyes and hands in the class.”
EFFECTIVENESS OF THE MODEL (INTERNS)

- Overwhelmingly happy about their experience
- Challenged by co-planning in the fall – limited the success of co-teaching
- Desired greater input in interview process
- Didn’t recommend for all education students – too rigorous for some
EFFECTIVENESS OF THE MODEL (MENTORS)

• Focus groups provided qualitative information
• Most mentors responded positively
• Differentiation and accommodations were possible in the model, which especially benefitted lower level students
• Working through new curriculum together
EFFECTIVENESS OF THE MODEL (COLLEGE COORDINATORS)

- Made me a better professor
- Strengthened relationships and partnerships with community
- Saw co-teaching as effective
- Loved opportunities to co-teach
EFFECTIVENESS OF THE MODEL (SITE COORDINATORS)

- Needing to shift paradigms
- “Why would we NOT do this? It’s a win-win (for P-12 schools and interns)!”
- Participated in interviews of interns, monthly meetings, walkthroughs
- “The best part is that the classroom teacher has grown a lot, too.”
- “There was mutual growth between the intern and the mentor.”
- Split placements were a challenge
OVERALL BENEFITS TO INTERNS

• Improved classroom management skills
• More teaching time
• Deeper understanding of curriculum
• Added opportunities to reflect on best practices
• Increased confidence
• Greater connection between theory and practice
OVERALL BENEFITS TO MENTORS

• Intense professional growth
• Increased reflective practices
• Exploration of new ideas
• Confidence/affirmation of their own skills
OVERALL CHALLENGES

- Structural
- Personnel
- Location
- Secondary/college buy-in
REFLECTIONS ON VIABILITY AND SUSTAINABILITY

- Scalability issues
- One-size-fits-all issues
THE FUTURE...

• For SCCS

• For Dordt College
Q + A

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