

Faculty Work Comprehensive List

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## 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

Presented at the Professional Development Schools National Conference held in Orlando, Florida, in April 2016.

# YEARLONG STUDENT TEACHING: BOOM OR BUST?

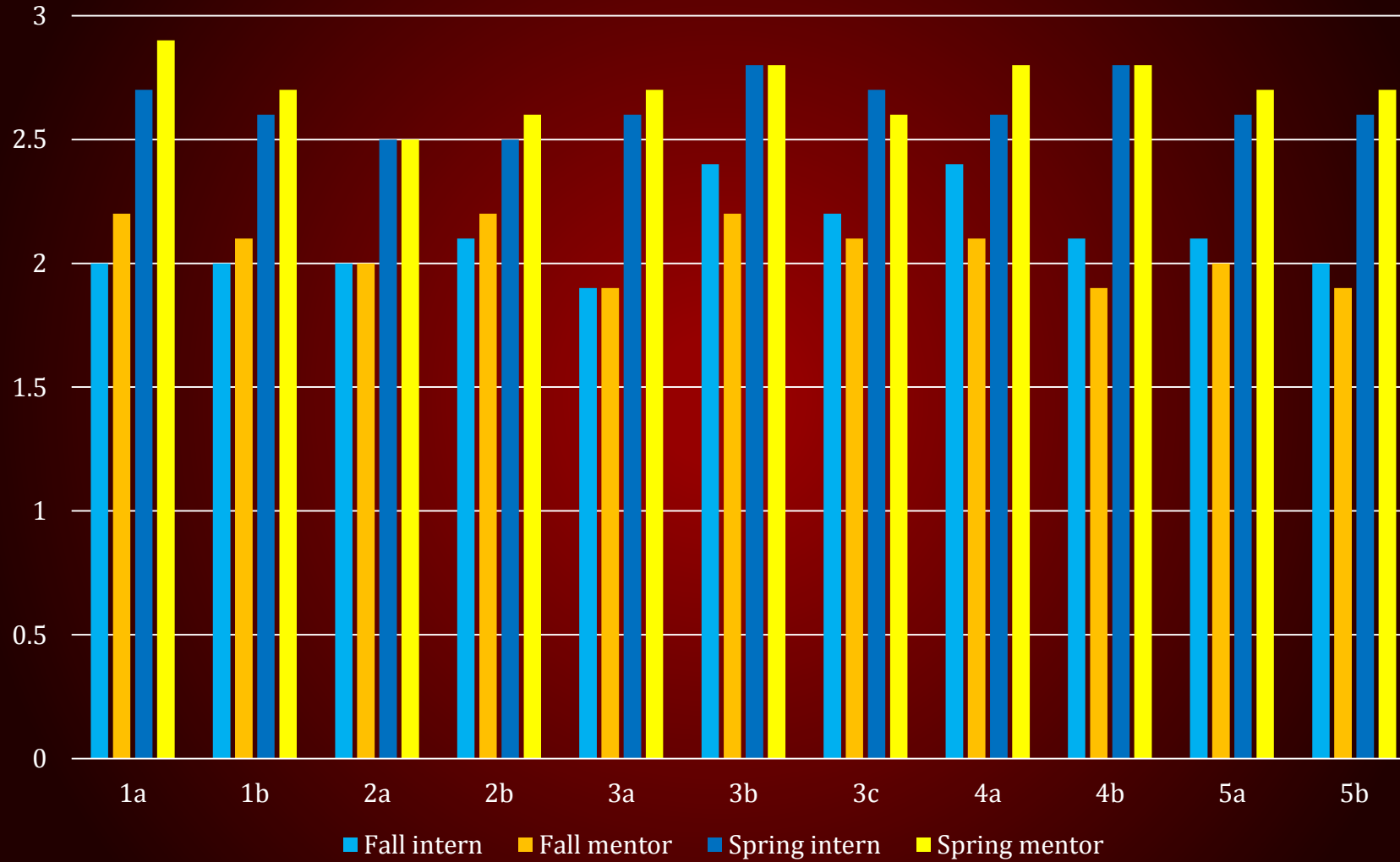
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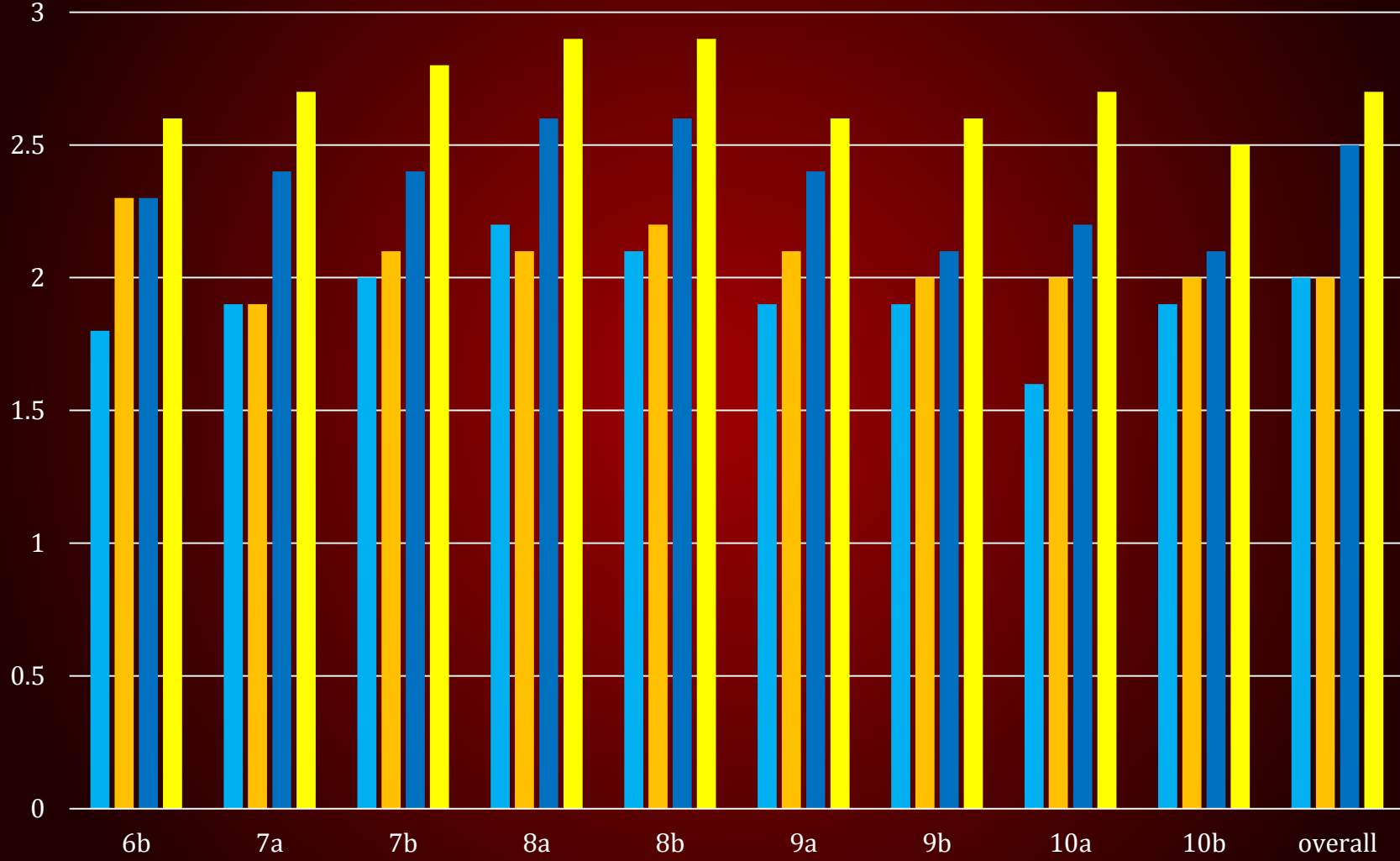
# YEARLONG STUDENT TEACHING GRANT

- \$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

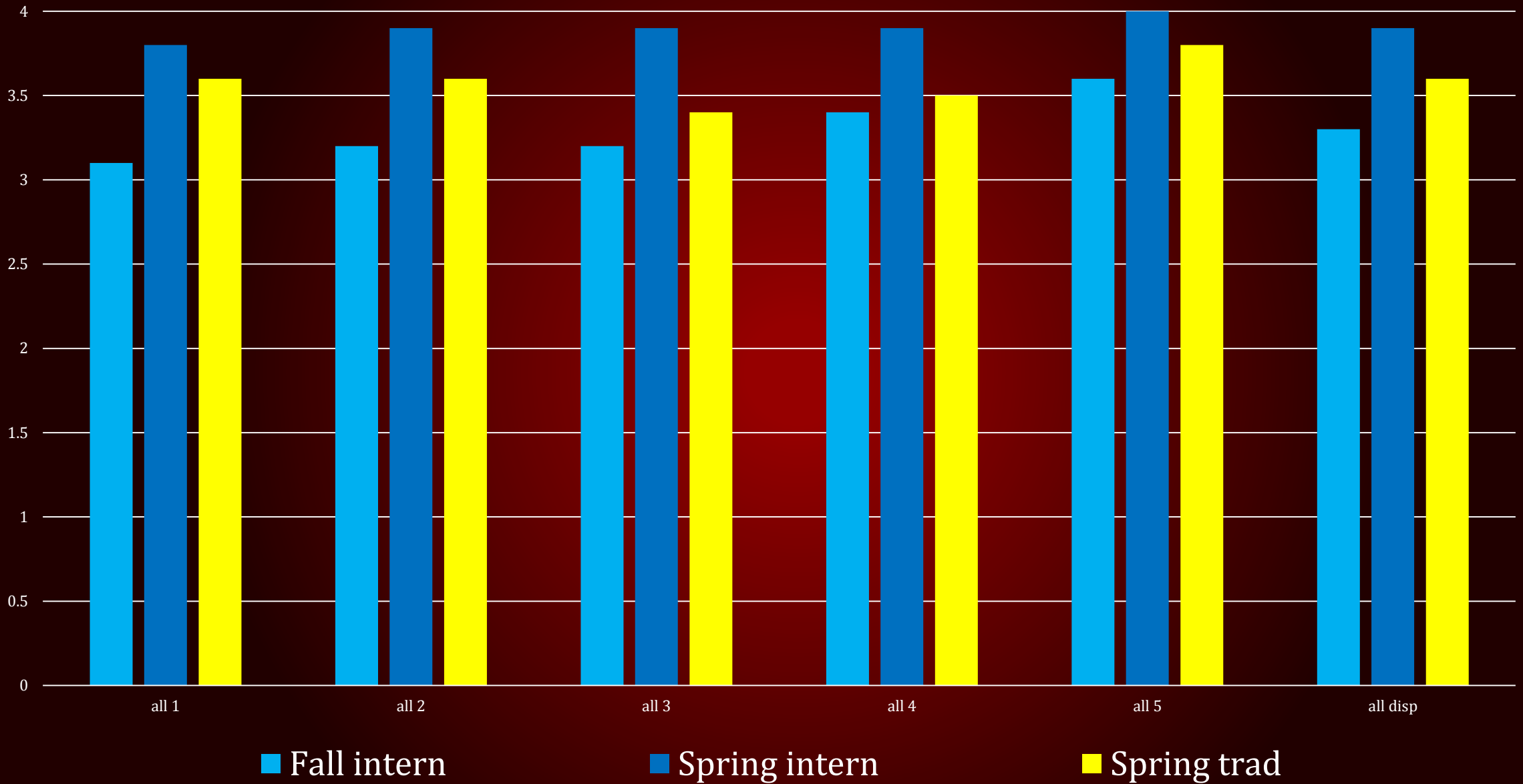
# Mid-term Evaluation 1-5



# Mid-term Evaluation 6-10

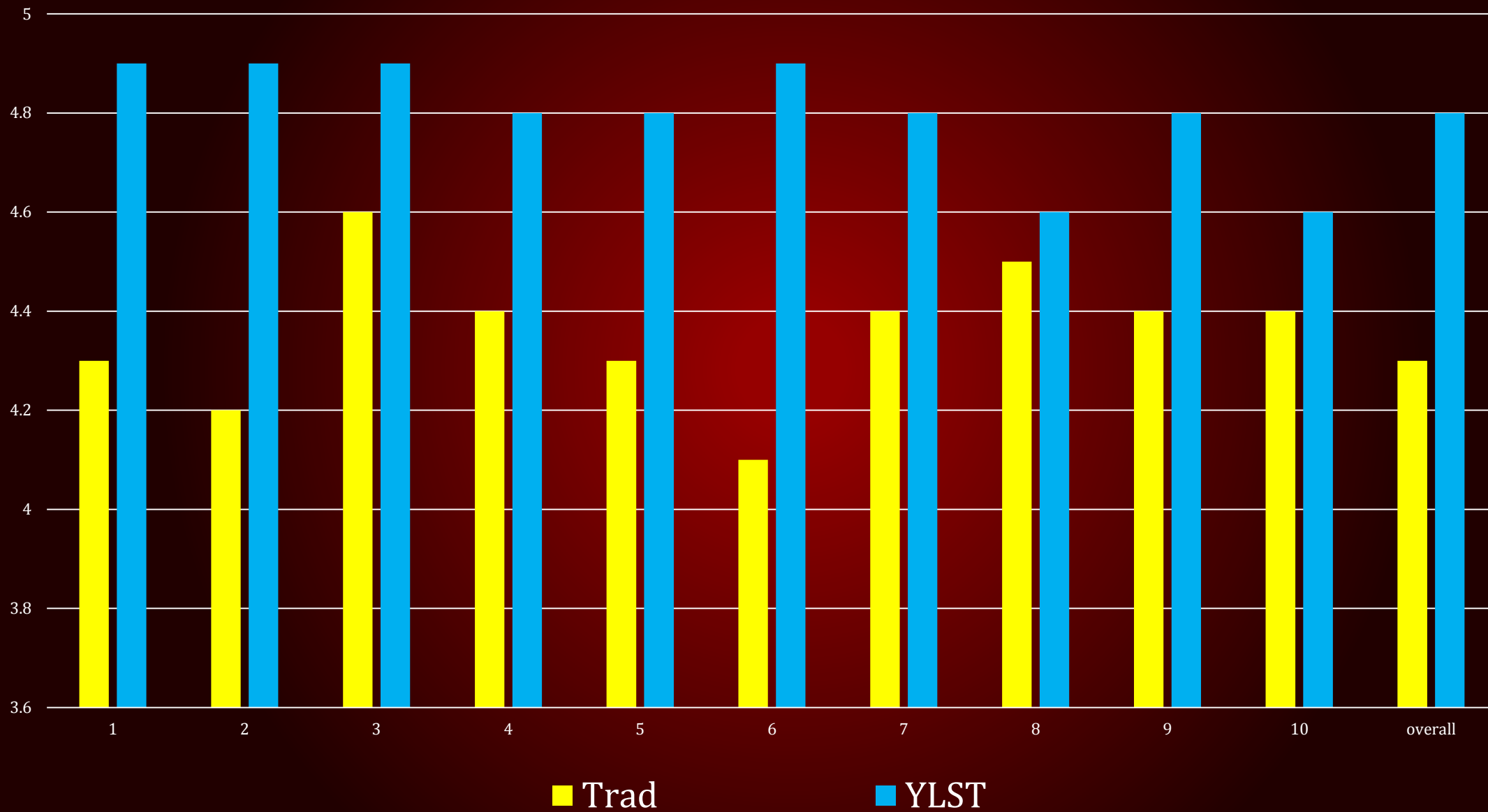


# Disposition Scores

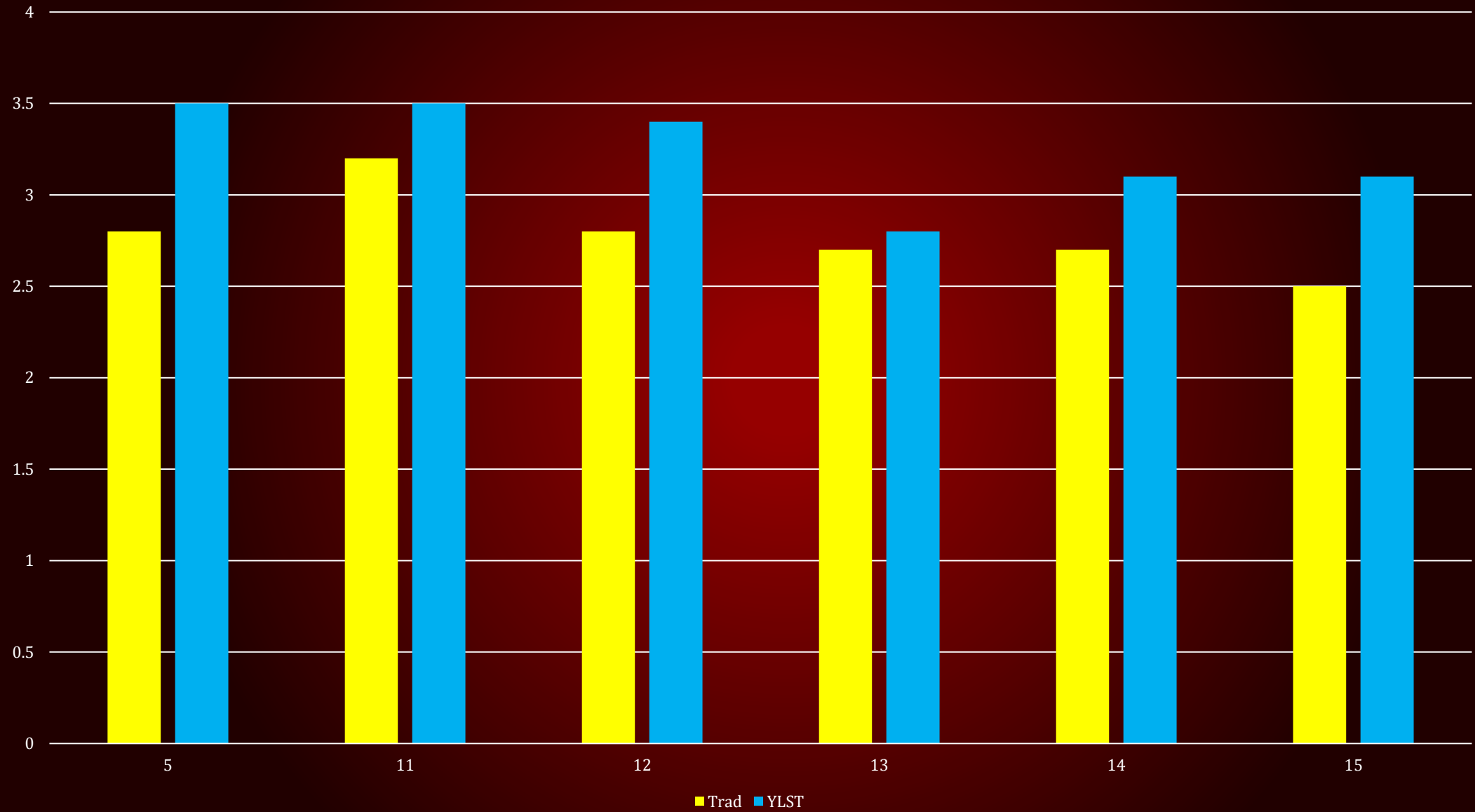




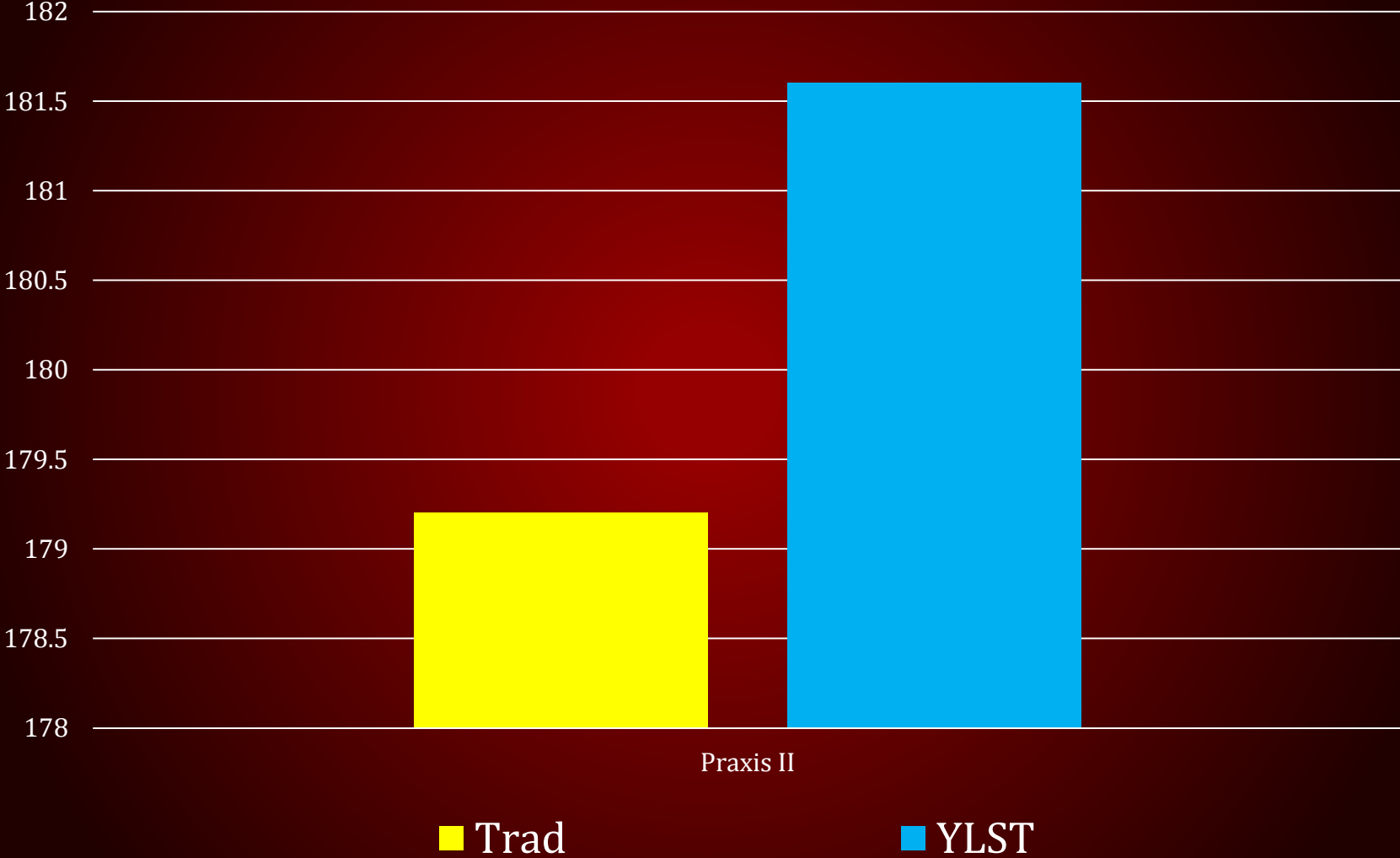
# Final Evaluation



# Locally Scored EdTPA



# Praxis II



# 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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