



DORDT COLLEGE

Digital Collections @ Dordt

Faculty Work: Comprehensive List

4-2016

Yearlong Student Teaching: Boom or Bust?

Patricia C. Kornelis

Dordt College, pat.kornelis@dordt.edu

Joshua E. Bowar

Dordt College, josh.bowar@dordt.edu

Follow this and additional works at: http://digitalcollections.dordt.edu/faculty_work



Part of the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Kornelis, Patricia C. and Bowar, Joshua E., "Yearlong Student Teaching: Boom or Bust?" (2016). *Faculty Work: Comprehensive List*. 547.

http://digitalcollections.dordt.edu/faculty_work/547

This Conference Presentation is brought to you for free and open access by Digital Collections @ Dordt. It has been accepted for inclusion in Faculty Work: Comprehensive List by an authorized administrator of Digital Collections @ Dordt. For more information, please contact ingrid.mulder@dordt.edu.

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?

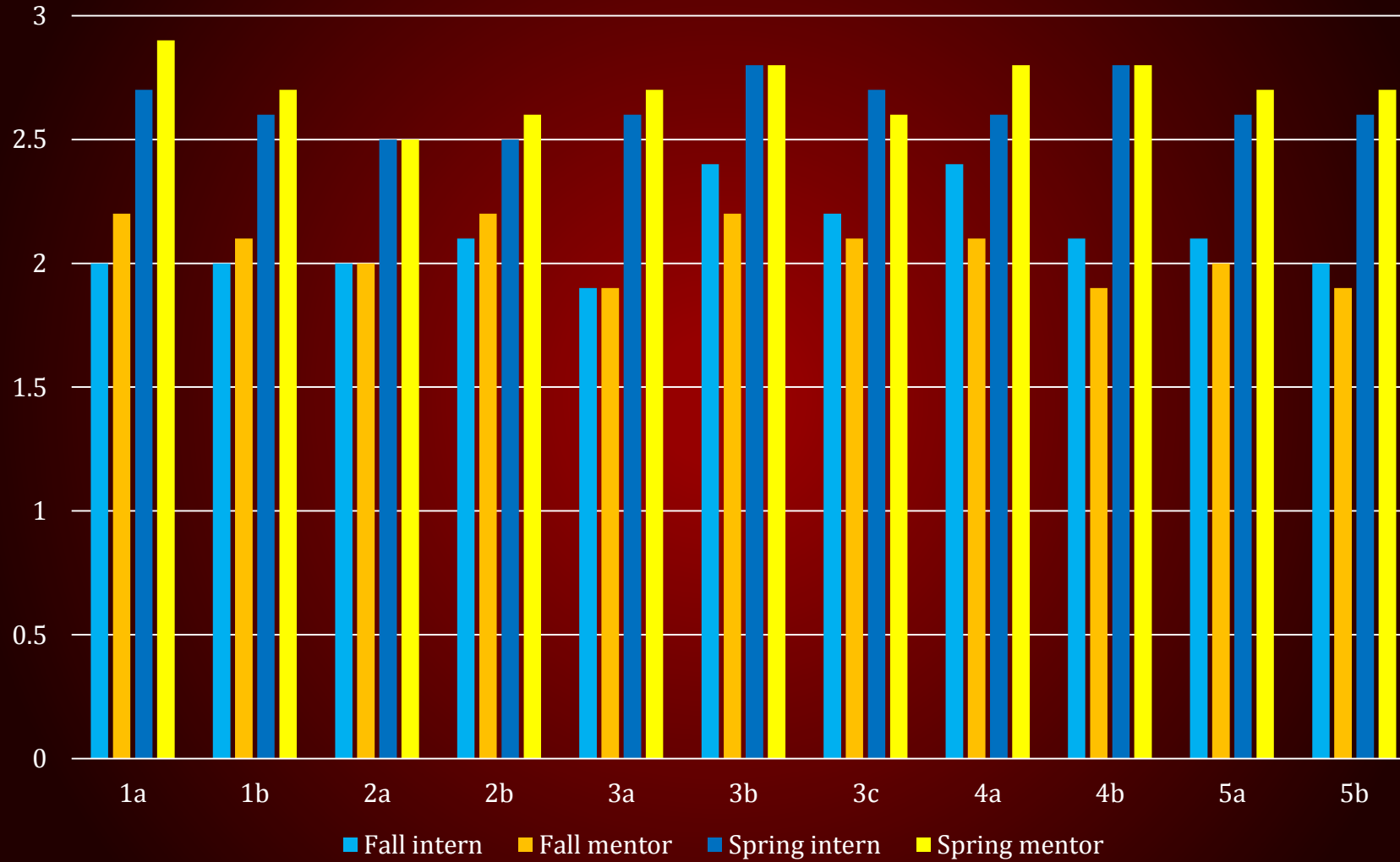
Josh Bowar, Sioux Center Christian School
Patricia Kornelis, Dordt College



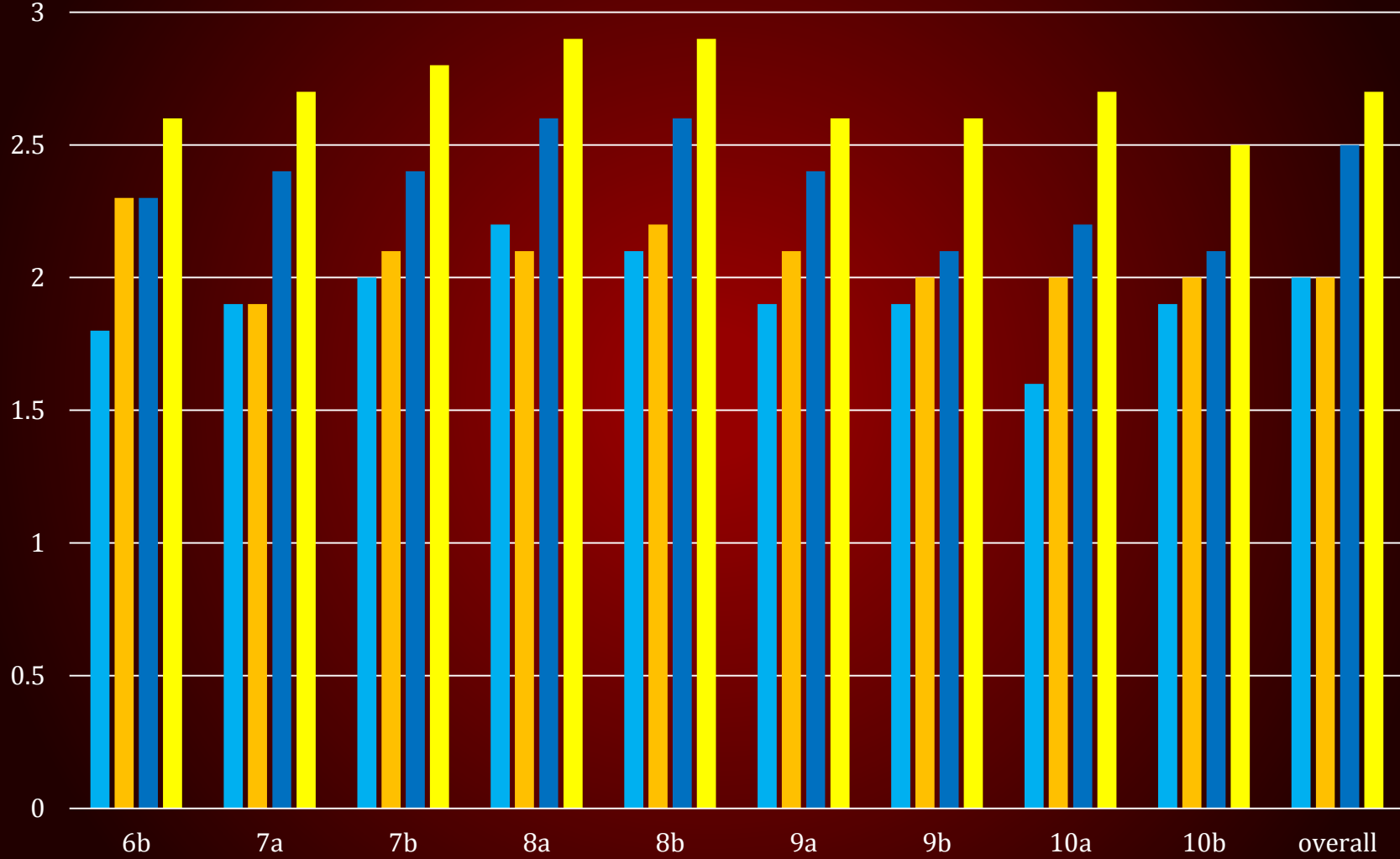
YEARLONG STUDENT TEACHING GRANT

- \$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

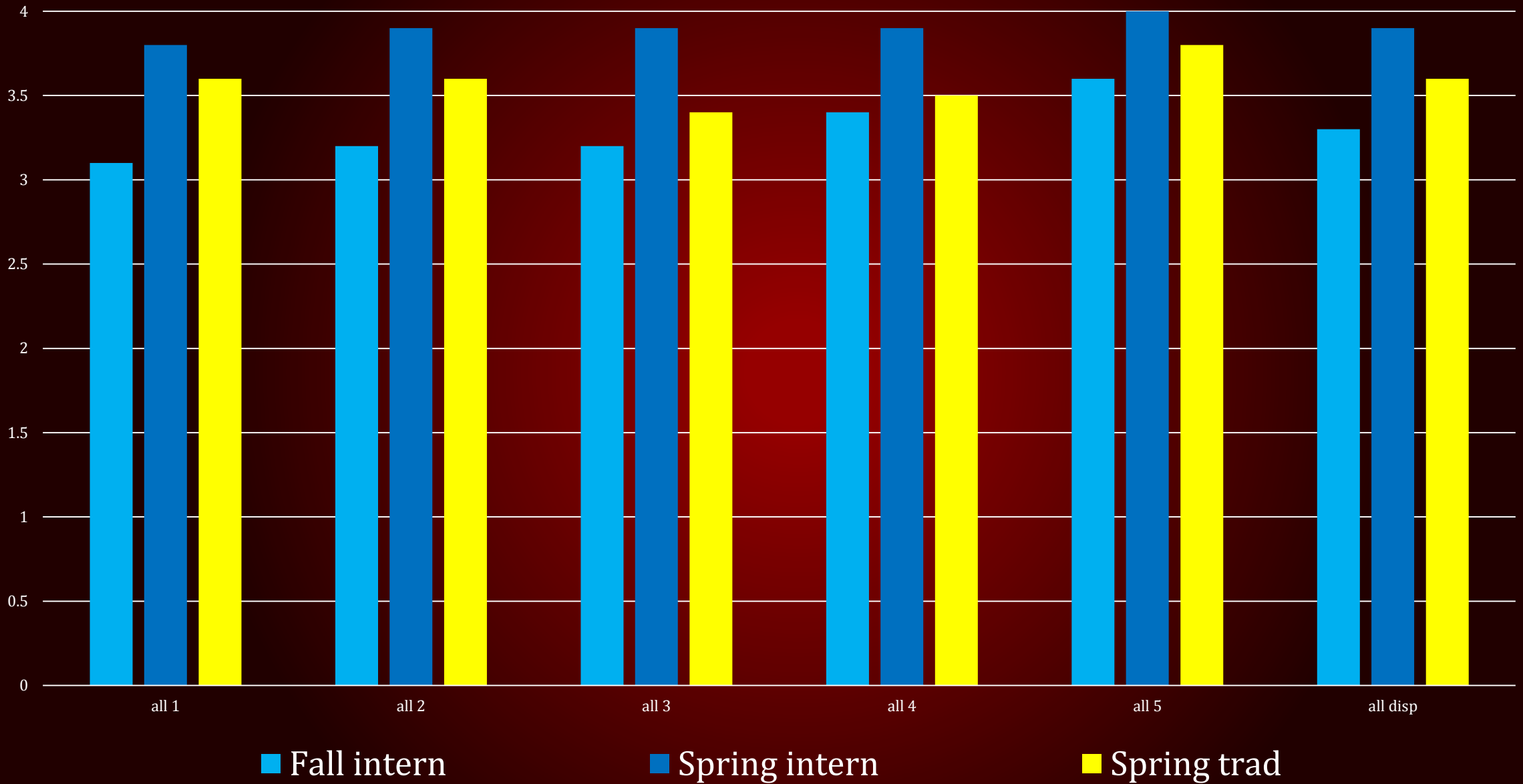
Mid-term Evaluation 1-5



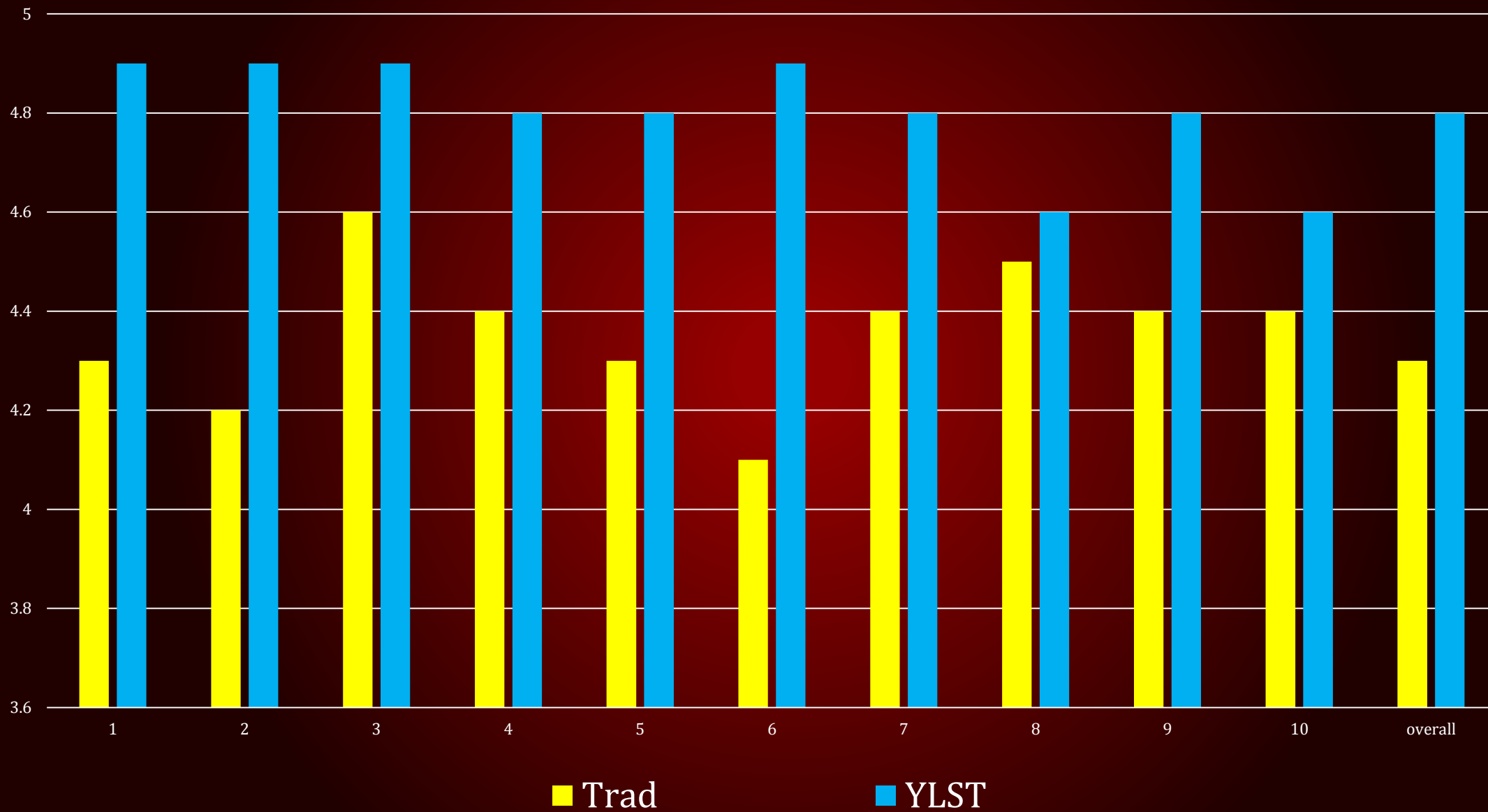
Mid-term Evaluation 6-10



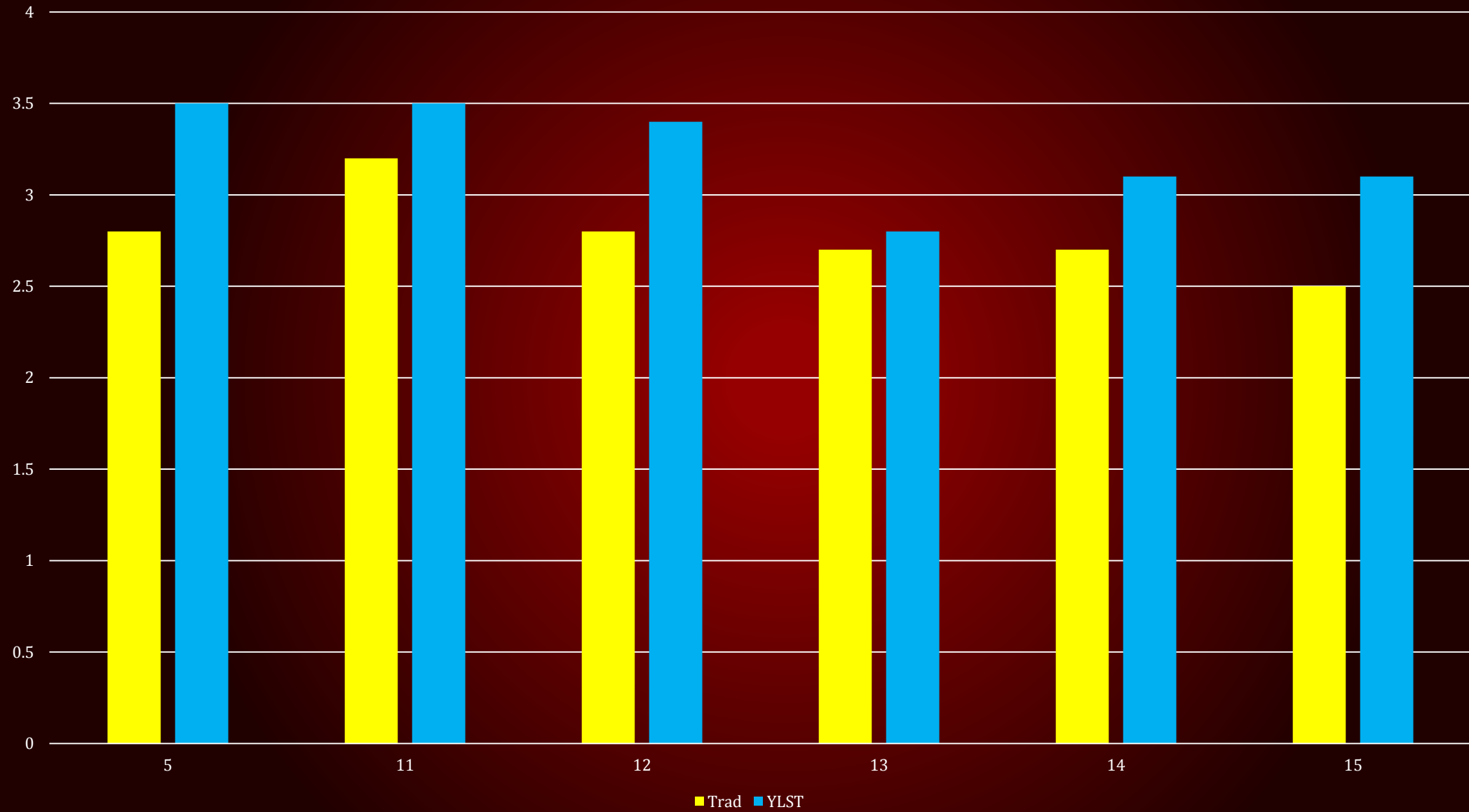
Disposition Scores



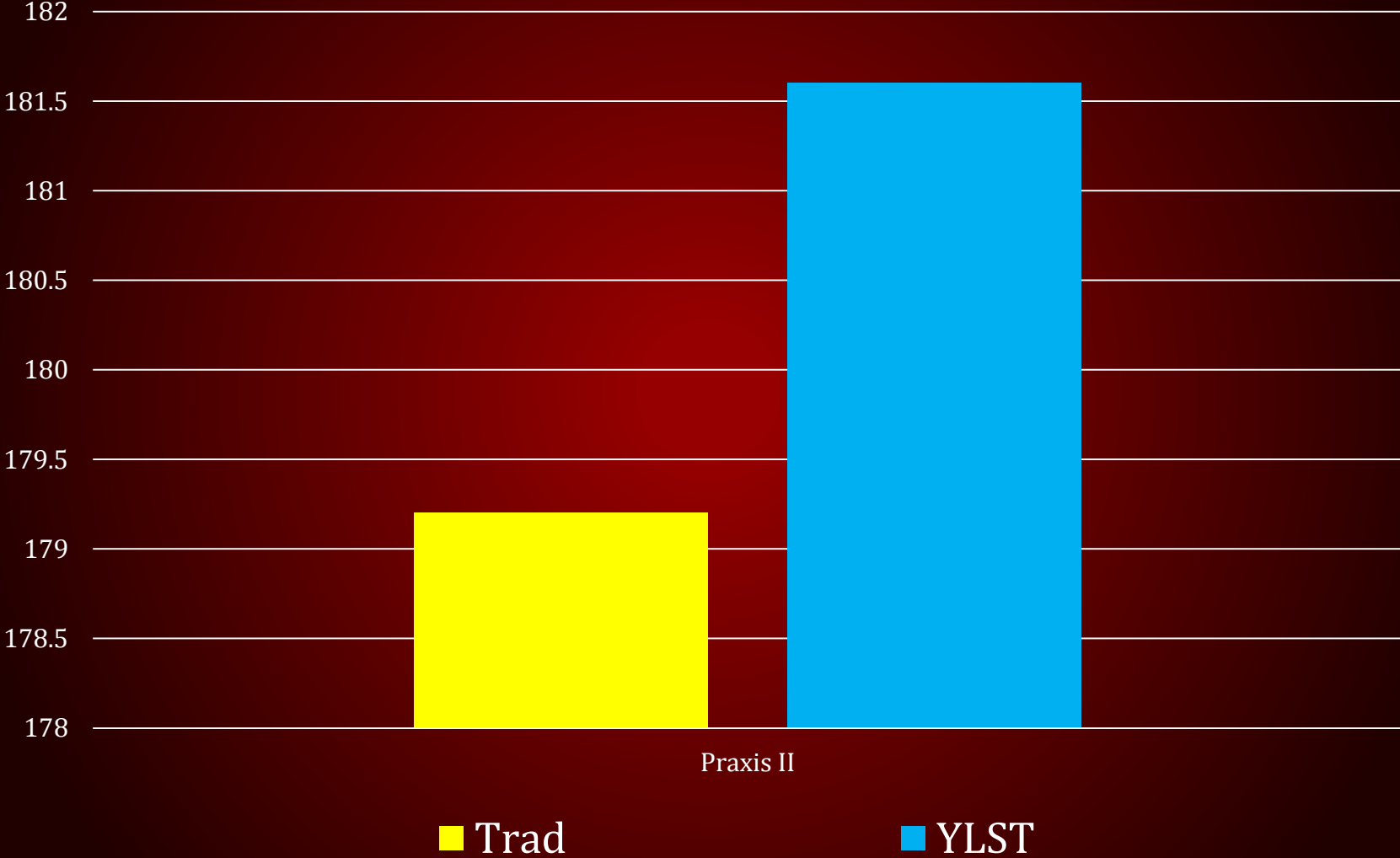
Final Evaluation



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

Pat.kornelis@dordt.edu
Jbowar@siouxcenterchristian.com