Building Capacity to Support New Teacher Mentoring: A Statewide Collaboration

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In collaboration with the CEEDAR Center
Participants

- Brigham Young University
- Southern Utah University
- University of Utah
- Utah Tech University
- Utah Valley University
Establishing Common Ground

- State Leadership Team
  - USBE
  - CEEDAR
  - IHEs
  - LEAs
- Terminology
- Background Research
  - Effective Mentoring
  - Student Teaching Experiences
Cooperating Teacher Mentoring Skills

Pilot 1
Pilot 1 Project Timeline

• Identification of critical mentoring skills
• Module development
• Cooperating Teacher recruitment
• Module completion by Cooperating Teachers
• Individual interviews for qualitative analysis
Module Description

- Equitable Practices
- Pedagogy and Content Knowledge
- Relationships
- Communication
- Adult Learning
- Mentor Growth and Learning
Results

• I've changed... to not be just telling everything I see but asking, “What did you see?” and that's way better mentoring.

• I feel like I have a better idea of what they need, and how I can present it to them in a more professional way...

• [This courses] made me more aware of...the things I probably could have been doing more often like using a reflection tool...

• [Mentoring modules] started making me self-reflect a lot more, and instead of focusing so much on.. what am I looking for? How am I critiquing? ...It was more... Am I being a good example? Am I showing what she's asking me about?
High Leverage Practices – CT and ST Training

Pilot 2
# Development of the Placement Guide

- **Candidate:** ___________________________  
  **Cooperating Teacher:** _________________________  
- **School District:** __________________________  
  **Semester/Year:** ____________________________  
  - *These are recommended guidelines; in individual circumstances discretion should be used.*

<table>
<thead>
<tr>
<th>Coordinating Teacher Guidelines</th>
<th>Placement Process</th>
<th>Effective Clinical Experience Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Possesses the ability to mentor</td>
<td>• EPP student completes application (See Appendix)</td>
<td>EPP Provided Support to Cooperating Teacher:</td>
</tr>
<tr>
<td>• Displays a growth mindset</td>
<td>• Identify candidate strengths/weaknesses (written</td>
<td>• Observation tools</td>
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<tr>
<td>• Models effective standards-based teaching</td>
<td>statement - see attached for guidelines)</td>
<td>• Formative assessment tools</td>
</tr>
<tr>
<td>• Demonstrates the use of high leverage practices</td>
<td>• LEA to complete a placement context survey</td>
<td>• Effective Cooperating Teacher training modules</td>
</tr>
<tr>
<td>including but not limited to: meeting the needs of diverse students, etc.</td>
<td>• Location _________</td>
<td>• EdTPA/ PPAT glossary &amp; mentor handbook</td>
</tr>
<tr>
<td>• Establishes supports to ensure student teachers achieve independence in the classroom</td>
<td>• Size _________</td>
<td>• Mini-Induction</td>
</tr>
<tr>
<td>• Effectively uses a variety of evidence-based instructional strategies</td>
<td>• Grade range _______</td>
<td>• Culturally responsive instruction and equitable practice</td>
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<tr>
<td>• Displays strong intra- and interpersonal skills including the ability to give effective feedback</td>
<td>• Specializations</td>
<td>• Ethics</td>
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<tr>
<td>• Respected by peers and community</td>
<td>• Sped-inclusion</td>
<td>• Student privacy</td>
</tr>
<tr>
<td>• Advocates for the profession</td>
<td>• Sped-resource</td>
<td>• Instructional &amp; Support resources</td>
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<tr>
<td>• Has 3+ years of experience and a current professional license</td>
<td>• STEM</td>
<td></td>
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<tr>
<td>• Demonstrates content and grade level expertise</td>
<td>• Other _________</td>
<td></td>
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<tr>
<td>• Participates in highly effective team(s)</td>
<td>• Charter/District</td>
<td>Admin/School Support to Cooperating Teacher:</td>
</tr>
<tr>
<td></td>
<td>• Identify potential cooperating teachers</td>
<td>• Learning Coach/Principal</td>
</tr>
<tr>
<td></td>
<td>• Identify cooperating-candidate partnerships</td>
<td>• School PD</td>
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<td></td>
<td></td>
<td>LEA/ District Supports to Cooperating Teacher:</td>
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<td></td>
<td></td>
<td>• Cooperating Teacher Orientation meeting in conjunction with EPP</td>
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</table>
Pilot 2 Project Timeline

- USBE identifies 5 HLPs
- Module Development
- Cooperating Teacher and Student Teacher confidence survey and self-evaluation
- Module completion
- Weekly meetings – including goal setting
- Post-survey
Confidence in Using Active Engagement Strategies

Confidence in Promoting Active Engagement

<table>
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<tr>
<th></th>
<th>PRE</th>
<th>POST</th>
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<tbody>
<tr>
<td>Not at all</td>
<td>4</td>
<td>9</td>
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<tr>
<td>Very little</td>
<td>1</td>
<td>3</td>
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<tr>
<td>Some degree</td>
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<td>10</td>
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<tr>
<td>Quite a bit</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>A great deal</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>
Confidence in Using Data to Inform Instruction

Confidence in Using Data

Count

PRE  POST

Not at all
Very little
Some degree
Quite a bit
A great deal

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Next Steps

• Stakeholder discussions
  • Mentor Modules
  • Placement Guide

• Expanding IHE involvement

• Consistent implementation and buy-in

• Early Career Transition