

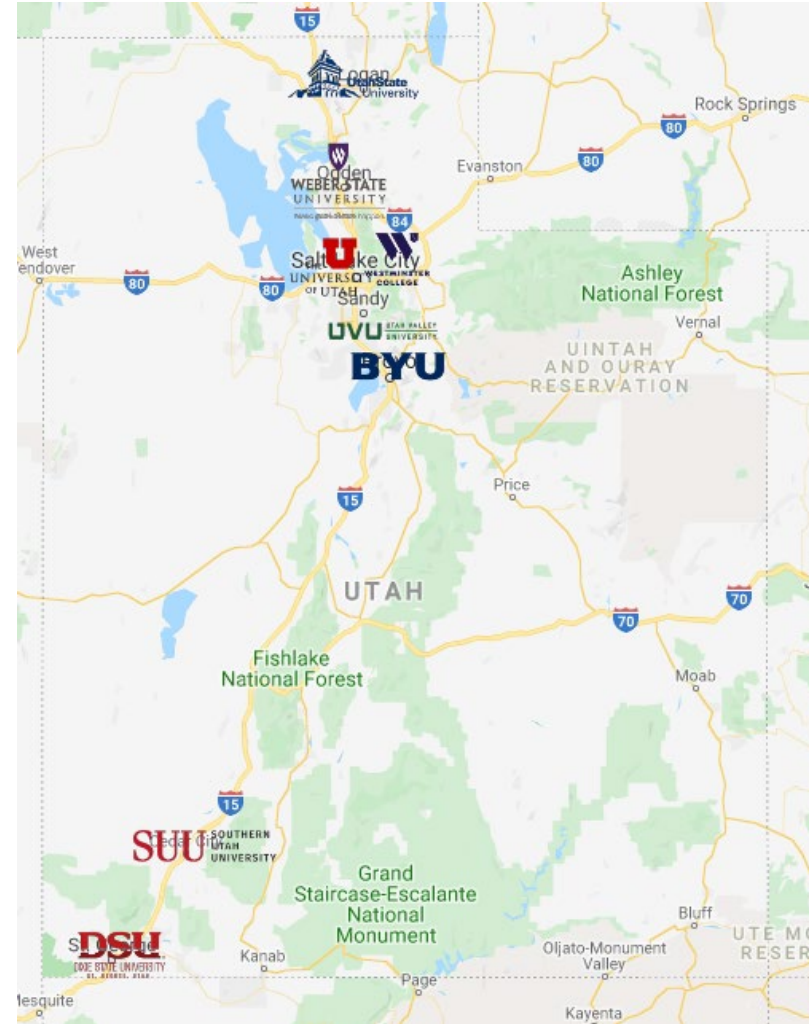
Building Capacity to Support New Teacher Mentoring: A Statewide Collaboration

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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.*

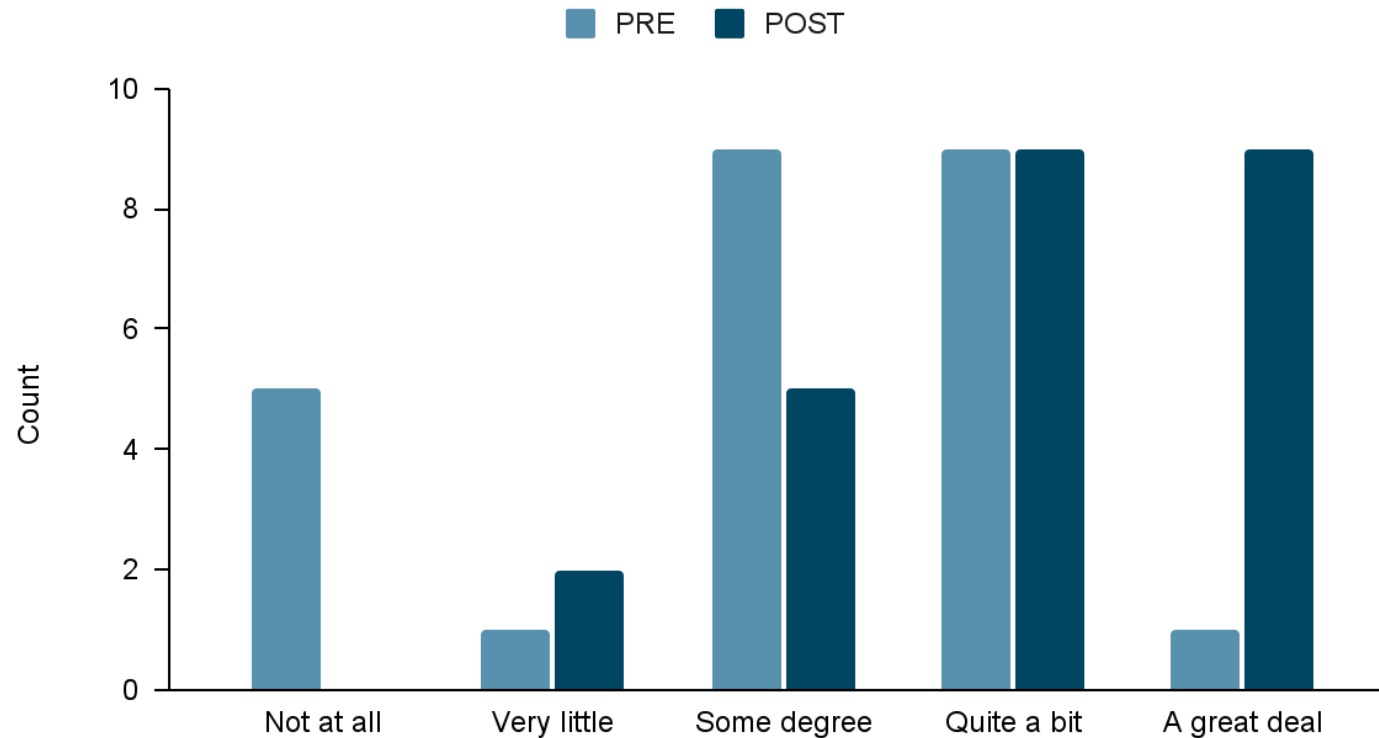
Cooperating Teacher Guidelines	Placement Process	Effective Clinical Experience Supports
<ul style="list-style-type: none"> • Possesses the ability to mentor • Displays a growth mindset • Models effective standards-based teaching • Demonstrates the use of high leverage practices including but not limited to: meeting the needs of diverse students, etc. • Establishes supports to ensure student teachers achieve independence in the classroom • Effectively uses a variety of evidence-based instructional strategies • Displays strong intra- and interpersonal skills including the ability to give effective feedback • Respected by peers and community • Advocates for the profession • Has 3+ years of experience and a current professional license • Demonstrates content and grade level expertise • Participates in highly effective team(s) 	<ul style="list-style-type: none"> • EPP student completes application (See Appendix) <ul style="list-style-type: none"> • Identify candidate strengths/weaknesses (written statement - see attached for guidelines) • LEA to complete a placement context survey <ul style="list-style-type: none"> • Location _____ • Size _____ • Grade range _____ • Specializations <ul style="list-style-type: none"> • Sped-inclusion • Sped-resource • STEM • Other _____ • Charter/District • Identify potential cooperating teachers • Identify cooperating-candidate partnerships 	<p>EPP Provided Support to Cooperating Teacher:</p> <ul style="list-style-type: none"> • Observation tools • Formative assessment tools • Effective Cooperating Teacher training modules • EdTPA/ PPAT glossary & mentor handbook • Mini-Induction <ul style="list-style-type: none"> • Culturally responsive instruction and equitable practice • Ethics • Student privacy • Instructional & Support resources <p>Admin/School Support to Cooperating Teacher:</p> <ul style="list-style-type: none"> • Learning Coach/Principal • School PD <p>LEA/ District Supports to Cooperating Teacher:</p> <ul style="list-style-type: none"> • Cooperating Teacher Orientation meeting in conjunction with EPP

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

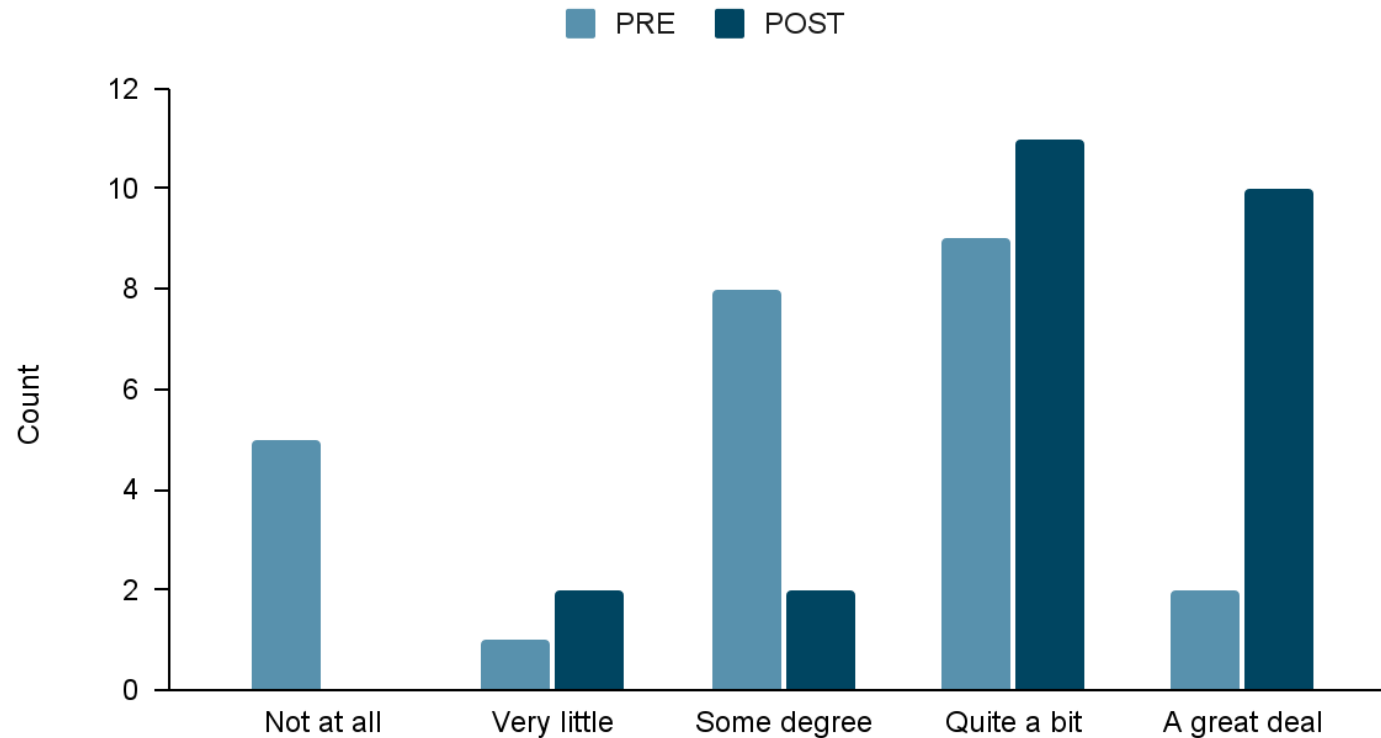
Confidence in Using Active Engagement Strategies

Confidence in Promoting Active Engagement



Confidence in Using Data to Inform Instruction

Confidence in Using Data



Next Steps

- Stakeholder discussions
 - Mentor Modules
 - Placement Guide
- Expanding IHE involvement
- Consistent implementation and buy-in
- Early Career Transition