AACTE 72nd Annual Meeting

Disrupting Inequities: Educating for Change
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Vanderbilt University

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Professor
University of Florida

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University of Memphis
AGENDA

• Importance of Partnerships
• Overview of TN State Requirements
• Peabody College of Vanderbilt
• University of Memphis
• Challenges
• Questions/Comments/Discussion
Checking In - How would you describe your partnerships with districts?

- Partnership at the mentor teacher level.
- Partnership at the principal/school level.
- Partnership at the district level.
WHY DO WE NEED COHESIVE LEARNING OPPORTUNITIES?
PRACTICE AND THE DEVELOPMENT OF EXPERTISE
The role of practice in improving teaching

• Practice opportunities involving observation and feedback were related to teacher education graduates’ value-added scores (Goodson et al., 2019)
• Feedback repeatedly has been shown to improve teachers’ performance (Cornelius & Nagro, 2014; Brock & Carter, 2017)
• Coursework combined with coaching was more effective than coursework alone (Neuman & Cunningham, 2009)
AND

• Teacher candidates assigned to effective mentors, determined by value added and observation scores, were more effective on those measures (Ronfeldt, Brockman, & Campbell, 2018)

• Teachers’ experience is related to their students’ achievement and behavioral outcomes – likely a practice effect (Feng & Sass, 2013)
NOT JUST ANY PRACTICE OPPORTUNITY WILL DO!

• Focus on the critical aspects of effective teaching
• Involve modeling, feedback and analysis
• Occur over time

Brownell, Benedict, Leko, Peyton, & Pua, 2019; Forzani, 2014)
Candidates will benefit . . .

• if there are opportunities to continue practicing, in more complex scenarios, the critical practices they are learning in coursework.
Effective, scaffolded Practice Opportunities

• Depend on mutually beneficial partnerships that benefit schools, teacher candidates, teacher educators, and ultimately k-12 students.
Mutually Beneficial partnerships

• Characterized by:
  • Shared focus on critical skills
  • Shared ownership for teacher education across the career continuum
  • Teacher educators and school based mentors who are well versed in instruction, coaching, and providing feedback
TYPES OF PARTNERSHIPS

• Primary Partnerships
• State-Recognized Partnerships
PROMPTS

• **Prompt 1:** Identify the collaboratively-developed recruitment and selection strategies and goals.

• **Prompt 2:** Identify collaboratively-developed strategies to retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and pre-K–12 student learning and development.
PROMPTS

• **Prompt 3:** Identify mutually-agreed upon **expectations for candidate preparation** that link theory and practice, maintain coherence across clinical and academic components of preparation, and establish shared accountability for candidate outcomes.

• **Prompt 4:** Identify collaboratively-agreed upon **key assessments, transition points, and exit requirements**.

• **Prompt 5:** Identify mutually-agreed upon **design of clinical experiences of sufficient depth, breadth, diversity, coherence, and duration** to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development.
VANDERBILT UNIVERSITY
PROMPT 2 – CLINICAL EXPERIENCE

• Create and implement a common process for preparing clinical mentors and clinical supervisors. This will include a collaboratively developed one-day mentor training that all clinical mentors and clinical supervisors must attend.

• The roles and responsibilities of clinical mentors will be collaboratively developed.

• Co-develop an assessment for clinical mentors and clinical supervisors to be observed and to receive actionable feedback to improve the way in which they carry out their roles and responsibilities.

• Co-create and implement a process for retaining clinical educators.
PROMPT 3 – EXPECTATIONS FOR PREPARATION

• Identified the following 6 high leverage practices to implement in didactic courses and field experiences: 1) collaborate with professionals; 2) use multiple sources of information to develop a comprehensive understand of a student’s strengths and needs; 3) provide positive and constructive feedback to guide students’ learning and behavior; 4) provide scaffolded supports; 5) use explicit instruction; and 6) use strategies to promote active student engagement.
**Aligned HLPS to Observation Form**

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Instructional methods used</th>
<th># of students on task 1</th>
<th>Time</th>
<th># of students on task 2</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>Textbooks, Manipulatives, Supplemental materials</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Small group</td>
<td>Learning centers, Study guide, Fluency practice</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Large group</td>
<td>Lecture, Worksheets, Co-teaching, Technology</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Behaviors (Examples)**

<table>
<thead>
<tr>
<th>Lesson Delivery</th>
<th>Frequency</th>
<th>Missed Opportunities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains lesson momentum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circulates</td>
<td></td>
<td></td>
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<tr>
<td>Gives specific directions for students to follow</td>
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<tr>
<td>Expresses enthusiasm; shows interest</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Directs and Questions</th>
<th>Frequency</th>
<th>Missed Opportunities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses effective questioning skills</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Asks questions requiring reasoning skills</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Uses age appropriate language</td>
<td></td>
<td></td>
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<tr>
<td>Recognizes students response</td>
<td></td>
<td></td>
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<tr>
<td>Probes students for answers/scaffolding</td>
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<tr>
<td>Gives specific directive</td>
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<tr>
<td>Amplifies answer</td>
<td></td>
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<tr>
<td>Gives specific academic praise</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Management</th>
<th>Frequency</th>
<th>Missed Opportunities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gains student attention</td>
<td></td>
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<tr>
<td>Orient students to academic task/activity</td>
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<td>Refocuses unrelated talk</td>
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<td>Consistent with consequence</td>
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<td>Reminds/Enforces classroom rules</td>
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<tr>
<td>Gives behavior specific praise</td>
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<tr>
<td>Uses surface management techniques</td>
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<tr>
<td>Other</td>
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**Plan**

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AACTE
**American Association of Colleges for Teacher Education**
ALIGNED TO TEAM – INSTRUCTION RUBRIC

**Questioning**
- Teacher questions are varied and high quality, providing a balanced mix of question types:
  - Knowledge and comprehension,
  - Application and analysis, and
  - Creation and evaluation.
- Questions require students to regularly cite evidence throughout lesson.
- Questions are consistently purposeful and coherent.
  - **A high frequency of questions is asked.**
  - Questions are consistently sequenced with attention to the instructional goals.
  - Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).
- Wait time (3-5 seconds) is consistently provided.
- The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.
- Students generate questions that lead to further inquiry and self-directed learning.
- **Questions regularly assess and advance student understanding.**
- When text is involved, majority of questions are text-based.

**Academic Feedback**
- Oral and written feedback is consistently academically focused, frequent, high quality and references expectations.
- Feedback is frequently given during guided practice and homework review.
- The teacher circulates to prompt student thinking, assess each student’s progress, and provide individual feedback.
- Feedback from students is regularly used to monitor and adjust instruction.
- Teacher engages students in giving specific and high-quality feedback to one another.

**AACTE**
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
Residency Survey for PIM Selection

Name: _________________________________

Licensure Area:  PreK-3  K-6/SPED  Middle/Secondary  Art  PE  Music  ESL

List your top three grade preferences (or subject areas if you are getting your license in middle grades). If you are getting licensed in Art, PE, or Music, write the subject on the 1st choice line.

First Choice:  Second Choice:  Third Choice:

Describe your personality (assertive/reserved, energetic/quiet, flexible/structured, leader/follower, etc.). Briefly describe.

What three words describe your teaching strengths?
1.  2.  3.

What is an area you would like to improve in regard to teaching?

What are you looking for in a PIM?

What three things are you passionate about? Why?
1.  2.  3.

Areas of interest/hobbies:

What is one thing you believe would make your residency experience complete at your school?

What is one thing you want the principal to know about you to help place you with a PIM?
MENTORING WORKSHOP

Welcome to the Co-Teaching Workshop!

- What is Co-Teaching?
- Why Co-Teach?
- Strategies
- Who does what?
- Communication
- Looking Ahead

AAMCCE
AMERICAN ASSOCIATION OF COLLEGES FOR
TEACHER EDUCATION
HIGH LEVERGARE PRACTICES PD & SYLLABI REVIEW
CHALLENGES

• Turnover in Staff – both EPPs and LEAs
• Time
• Funding
• Philosophies
• Many participants – across many disciplines
QUESTIONS/COMMENTS/DISCUSSION