

MidValley Consortium Clinical Faculty Training Day One November 7, 2012

8:15	Coffee and Conversation	
8:30	Welcome, Overview of Training	Dara, Sandy
8:40	Get Acquainted	Allison
8:50	Characteristics of Student Teachers and Adult Learners	Mark K., Sandy
10:00	Break	
10:15	Welcoming Your Student Teacher	Dara
10:30	Framework for Effective Mentoring	Lowell
10:40	A. Content Knowledge	Sandy
11:10 Sandy	College/University Expectations	Lowell, Mark H., Mark K.,
11:30	Lunch	
12:20	C. Instructional Performance	Lowell
1:15	Selected Classroom Observation Techniques	Allison, Mark K.
	Selective Verbatim Verbal Flow At-Task Behavior Teacher Movement Focused Scripting	
1:50	Practice	Mark K.
2:45	Putting It Together: Aligning Evidence Collection with Observation Strategies	Dara
3:00	Homework! (Read co-teaching article), Evaluation and Adjourn	Dara

Facilitators:

Sandy Brownscombe, EMU
 Mark Keeler, JMU

Dara Hall, JMU
 Lowell Lemons, MBC

Mark Hogan, BC
 Allison Sprouse, SDHS

MidValley Consortium Clinical Faculty Training DAY ONE NOVEMBER 7, 2012

Materials for this session: small post-it notes, one large post-it note per table, markers, 3x5 card for each person at the table, and the stage note cards.

8:15 Coffee and Conversation – Seated randomly find name on binder

8:30 Welcome, Overview of Training Dara, Sandy

Sandy – Official Welcome, have each member of the steering committee introduce themselves, tell them about others that will be coming. (Bathrooms & Lunch)

SLIDES 2 - 4 – History of Consortium
 703 trained clinical faculty currently active

Dara – **SLIDE 5** -Overview of Training & Goals
 Describe notebook contents and how it will be used. (Nametags)

8:40 Get Acquainted Allison

Find your shape

“Which animal are you” activity:

Camel, St. Bernard, Lion, Elephant, Fox, Kangaroo, and Owl

- Introduce yourself and grades and subjects you teach (If large group, have them split into two)
- Share how you, as a teacher, are like that animal
- Choose a spokesperson to share these qualities with the group
- Each group share the qualities of their animal with the group

TAB 1

8:50 Characteristics of Student Teachers & Adult Learners Mark, Sandy

Sandy - Small groups use post-it notes to identify ST characteristics, categorize them, and then each individual will share one of the characteristics with the whole group. (Sometimes we type up this list and distribute it to everyone at the second session.)

9:10 Mark - SLIDE 6 Think about something that you learned as an adult, how you learned it and why you learned it. Think-Pair-Share.

Mark - SLIDE 7 Notebook 1.2 (Blue) Adult Learning--Read the principals of adult learning; Note any principals that applied to the learning experience you described; Select two key principals of adult learning

Mark - SLIDE 8 (click to display each category) Notebook 1.3 (Yellow) Adult learners have three qualities that distinguish them from children -- well-developed self-concept/self directed; experience they use as a lens for all that they do; sense of immediacy/time/want something that will work now.

9:45 Sandy - SLIDE 9 (click to display each category) Notebook 1.4 (White) Review Novice vs. Expert Teachers. Highlight one or two key concepts from each category. Novice-to-expert research -- now there is a new category 'non-experts'. You are dealing with novices, not non-experts. Novices may take longer to do what you do, have more fear and anxiety. Little long-term planning (pacing guides are helpful here).

Sandy - SLIDE 10 In the basket at each table is a set of categories, each one with the name of a different developmental stage that student teachers go through. In each stage they are experiencing seemingly contradictory feelings. Direct participants to arrange the stages in the order in which they think the stages occur.

Sandy - SLIDE 11 Notebook 1.6 (Grey) *Time permitting*: Have them share with the whole group and then have a whole group discussion about the *Developmental Stages of a Student Teacher* article **or** give examples of what is occurring in the stages.

10:00 Break: Place grade level tent and 1 Large Post-It Note on each table. Divide participants to determine number of tables per grade level.

10:15 Welcoming Your Student Teacher **Dara**
Visualize your first teaching experience. Identify the different things that you can do to make your student teacher feel welcome and become a part of the learning community that you have established within your classroom.
Write your ideas on the large post it notes.
Place large post it notes on the wall & do a gallery walk (during lunch) to look at the ideas that the other groups have come up with. Groups: k-2; 3-5; Mid; Sec
Highlight **Notebook 1.5** (Tamara Boxler's ideas).

TAB 2

10:30 Framework for Effective Mentoring **Lowell**

SLIDES 12-14 Teaching and Learning in a Professional Community

SLIDES 15 Undergirding Themes in Professional Preparation

SLIDE 16 Framework for Effective Mentoring

SLIDE 17 Structure of Assessment

- ST 8 and ST 9 and Reference guide
- ST 8 classroom observation form without rankings
- ST 9 Midterm and final evaluation

SLIDE 18 Using A2 and looking at the actual documents

- Anchors

SLIDE 19 Performance assessment; multiple sources

SLIDE 20 Documents

- Comparison of ST 8 and ST 9 **Notebook 2.2 & 2.3**

TAB 3

10:40 A. Content Knowledge

Sandy

SLIDE 21 A. Content Knowledge

Go over information on **SLIDE 21**. Then, explain the Jigsaw numbering for A on their nametags. (See last page of notes for the directions for both Jigsaw activities.)

Directions: Use your “A” numbers to divide up into small groups: A1s, A2s, etc. Read your page in the reference guide-2.4, talk about what it means, define key points, discuss the implications for supervising student teachers, and be ready to “teach” this competency to others. (15 minutes)

SLIDE 22 Become an Expert!!

What would this competency look like in your classroom?

What specific evidence would you look for when you observe or assess your student teacher?

10:55 **Directions-part II: Regroup according to “A” color. Each participant will teach the group what they learned about the competency. (15 minutes)**

Identify evidence that would be found in your classroom to support your assessment of the student teacher.

For the groups that finish early-identify the indicator that you think is the most difficult or the one that you as an individual need the most work on.

SLIDE 23 (Repeat of slide 21) Conclusion—Give a summary statement that reminds them of the importance of content knowledge.

Share two examples that reinforce the development of content knowledge to enhance student learning.

11:10 College/University Expectations

Mark H, Lowell, Sandy, Mark

- Lowell -** Give up control at some point; allow ST to have primary responsibility
Balance between no support and no freedom
Co-teach
- Mark H-** Communicate
Provide frequent feedback-schedule sessions and talk informally frequently
- Sandy -** Share materials
Be open to new plans and materials

Mark K - Questions for IHEs?

11:30 Lunch

12:20 C. Instructional Performance

Lowell

SLIDES 24 and 25 C. Instructional Performance

Does the student teacher really monitor student progress and feedback and adjusting instruction? How does the student teacher use time? When you are observing the ST, look for communication skills, different types of strategies and formats, awareness of teachable moments, extent of student teacher control. (Be sure to give examples of evidence to the whole group before sending them to their groups to make sure the subgroups understand what we mean by evidence.)

SLIDE 26 Become an Expert

Need to divide into five person groups. Get into the C1,6; 2,7; 3,8; 4,9; 5,10 groups. (Ask groups to get “C” card from basket and hold up. Facilitator points out where each group will sit.)

12:50 Share Your Knowledge – What specific evidence did you look for?

Don’t start moving until I designate where the colors (disperse color cards on tables) are located. You are going to share the evidence you are looking for during the student teacher’s teaching process, not planning, but actual implementation of those plans.

Wrap it up/Write it down: Assign one “C”# to each table. Your student teacher is having trouble with C1-C10. What is a specific statement that you could tell your student teacher that you would like to see in their next lesson?

Make sure that the student teacher accepts the responsibility to demonstrate the competency in their instruction.

TAB 4

1:15 Selected Classroom Observation Techniques

Allison, Mark

Mark How do you see your role changing as you move from being a cooperating teacher to a clinical faculty? Mentor, model, and provider of more specific feedback to the student teacher.

Mark Notebook 4.1 page 1 and 2 -- We’re going to discuss some methods of observation that you might find helpful with a student when you want to look at a specific aspect of the teaching. These methods are selective verbatim, verbal flow, at-task behavior and teacher movement. You can decide which method to use by asking-- WHAT IS THE PURPOSE OF THE OBSERVATION? WHAT DO I WANT TO LEARN FROM THIS OBSERVATION?

Selective Verbatim

Allison

Work through Notebook 4.1 page 3- 5—Be sure to document what actually happened in the classroom—the information helps the student teacher make decisions instead of you telling them.

What are some situations where you might want to use selective verbatim? What kinds of comments might you want to record?

Notebooks have sample questions and discipline statements--what would you say to the student teacher about this information.

Verbal Flow

Mark

Work through **Notebook 4.1 page 6 -8**

What can you tell about this classroom from the sample observation?

What part of the room is the ST concentrating on?

What type of ST might you want to use this form with? What issues?

Very complicated, important to use it as a guide. Make it your own.

Start by developing a seating chart and then determine your symbols

At-Task Behavior

Allison

Work through **Notebook 4.1 page 9-10**

Need to make a chart with a box for each child.

Need to position yourself so that you can see all students.

Good to see the pacing of the instruction.

What kinds of information do you get from this strategy?

What would you say to your student teacher in conference?

Would you like some one to do this for your classroom?

Teacher Movement Notebook 4.1 page 11

Mark

This type of information gathering is really the simplest. Get lots of good information.

In what class settings or strategies might this strategy be useful for?

Focused Scripting Notebook 4.2

Allison

Mention that CF's are required to complete a formal observation each week except for first and last week.

Now we'll share some strategies for informal observing. What are some situations where you might want to collect data more informally? (Elicit examples from whole group.)

Gives the ST concrete data, not general information

Include a stretch in this section before Practice

1:50

Practice

Mark

If available, use a lesson video and all participants will observe.

At each table, decide who will use which observation technique so that each technique is used at least once (verbal flow, teacher movement, at-task, selective verbatim-teacher questions and student responses).

When all observation charts/diagrams are ready,

Set up video situation. Also need to set up band video.

[OR in case of technical difficulty:

If a facilitator is demonstrating a lesson, focus on content and instructional strategies and problems with the structure of the lesson. Plan a poorly taught lesson that allows for effective and proper feedback—do not set up discipline problems before hand. Set stage for students (center of room) and observers (around outside of room).

Vicki Give data collection strategy cards to the observers and allow them time to set up their papers (verbal flow, teacher movement, at-task, selective verbatim-teacher questions and student responses), move to class and observer locations, etc. Teacher movement and selective verbatim observe all tables; others select just one table to observe.]

Lesson

Debrief after each lesson

[If both lessons are demonstrated by facilitators, direct the two groups to switch roles and prepare for the next lesson.]

After debriefing:

What are some of the implications of these strategies for STs?

Lets ST know what is of value to CF, what is important in teaching

Helps ST to become a problem solver, let them come up with solutions, not jump in with solutions first.

2:45 Putting It Together: Aligning Evidence Collection with Observation Strategies

Dara

Using Section C of the observation form, let's evaluate the lessons you saw.

Each participant selects one of the ten indicators and writes a comment about the lessons. Share ideas and comments for selected indicators or as many as you can address in the time available.

Do you have enough information to have a conversation with your student teacher?

Which of the four strategies would be useful to help with C1?

Share different observation techniques with your student teacher so that at different times you can ask your student teacher what he/she would like for you to observe in a lesson.

We need to begin to develop new models of the way we view student teachers--we need to see them more as co-teachers.

3:00 Questions and wrap up

Dara

Homework! Complete an observation and READ **Notebook 7.1** the Co-Teaching Article

Use one of the four data collection techniques with a colleague or ask a colleague to observe you. Next week we will discuss your experiences with data collection techniques.

Notebook 10.1 Evaluation and Adjourn

**Directions for "Expert Learner" Jig Saw Activity for
A. Content Knowledge and C. Instructional Performance**

1. Number the nametags for all participants as follows:

a. In the lower left corner, number the first four name tags in sequence: A1, A2, A3, A4, using the same color. Repeat the same sequence - in a different color - with the next four nametags. Continue numbering - each set in a different color - until every name tag is numbered. If the total number of participants is not an even multiple of four, repeat one of the already used colors for the incomplete sequence. These participants will partner with their "twin" during the actual activity.

b. In the lower right corner, number the first five name tags in sequence: C1,6; C2,7; C3,8; C4,9; C5,10, in the same color. Repeat the same sequence - in a different color - with the next five nametags. Continue numbering - each set in a different color - until every name tag is numbered. If the total number of participants is not an even multiple of five, repeat one of the already used colors for the incomplete sequence. These participants will partner with their "twin" during the actual activity.

2. To run the A. Knowledge of Content

a. Ask the group to divide up into small groups according to their "A" number - all the A1's together, A2's together, etc.
Each group's assignment is to read "their" page in the Reference Guide, talk about what it means, define key points, discuss the implications for supervising student teachers - and be ready to "teach" this competency to others. (10-15 minutes)

b. Have everyone regroup according to their "A" color - all the "A" reds together, "A" blacks together, etc. Each color group should now have a representative from all four competencies. (There might be two representatives for some competencies if the original group number was not an even multiple of four.)
Each new group's assignment is to have each participant teach the others what they have learned about their competency. Each group will need to watch the time so that all four participants will have time to share with the others in the group. (15 minutes for A; 20 minutes for C)

3. To run the C. Instructional Performance:

Follow the same directions as for A. Knowledge of Content, but this time there will be five groups for the first activity, and five persons needing to report out during the second activity. Adjust times accordingly.

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8:15	Coffee and Conversation	
8:30	Welcome	Mark
8:40	Different Models for Teaching with Your Student Teacher	Sandy
9:00	B. Preparation for Instruction Coaching/conferencing model Giving feedback	Sandy, Tish, Wendy
9:55	Break	
10:05	Conducting pre-observation conferences	Tish
10: 20	D. Reflection And Evaluation – Impact On Student Learning Conducting post-observation conferences	Mark, Wendy
10:50	The “Real Thing”	Dara, Jerry
11:30	Lunch	
12:15	E. Professionalism	Mark
12:45	A Test!	Wendy
1:00	Problem-Solving	Tish
2:00	Evaluating Student Teachers	Dara
2:40	Letters of Recommendation	Mark
2:50	Paper Work Questions, Answers, and Certificates	Dara
3:00	Adjourn	

Facilitators:

Sandy Brownscombe, EMU
Mark Keeler, JMU

Tish Moore, SMS

Dara Hall, JMU
Wendy Whitford, NFMS

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8:15 Coffee and Conversation

8:30 SLIDE 27 Welcome **Mark**
 Ask participants to provide “a word of advice” for ST; write on 3x5 cards

TAB 7

8:40 SLIDE 28 Different Models for Teaching with Your Student Teacher: Co-Teaching Models **Sandy**

- We are going to look at Co-Teaching and other strategies for working successfully with student teachers. Communication with principals about advantages of placing student teachers in the classrooms where SOL tests are administered.
- HOMEWORK -- Co-Teaching article - **How many of you have someone else in your classroom on a regular basis?**
- Access to the Co-Teaching Handbook on the web (sect 2 of Performance Guide & on MidValley Consortium site).
- Change the paradigm of student teaching--from old model to providing student teachers opportunities to learn to work with other professionals in their classrooms.
- Professional judgment needs to be used in the implementation of Co-Teaching.
- Communicate with your administrator that you will be teaching even though you have a student teacher -- you will not be available to cover other classes or be out of your class to do other schoolwork.

Discussion at table: Groups identify examples of how they have used or could use the different co-teaching models
 Each table share one model with the group

TAB 5

9:00 B. Preparation for Instruction **Sandy, Tish, Wendy**
 Coaching/conferencing model

Wendy - Thinking back to the observation and assessment forms that were discussed last week, what areas do A and C cover? (A – Content knowledge; C – Instructional performance)

SLIDE 29 Notebook 5.1 B. Preparation for Instruction
 SOL connections and the need to keep on schedule with a student teacher

SLIDES 30-31 Notebook 5.2 Lesson Components—In general, what all institutions are expecting in lesson plans.

9:10 Coaching - STRETCH

Sandy- 80% of what student teachers learn about teaching is learned during student teaching
Communication is the top area that student teachers say cooperating teachers need to improve upon.
Establish a REGULAR time each day for conferencing.

SLIDES 32-40 (we are working to help create the Cream of the Crop)

C-collaboration / challenging / calendar (pacing guide)

R-realistic

E-encouragement: 3 glows and 1 grow

A-accountability (lesson plans)

M-modeling (give them something specific to observe) mistakes are Ok

SLIDES of things to remember:

SLIDE 41 Plan in your Seat and Think on your Feet

SLIDE 42 One Teacher on her feet is worth three teachers on their seats

SLIDE 43 (Children) Student Teachers come with Wings-- (Teachers) Clinical Faculty help them learn to fly

Notebook 5.3 (green - front) Perspectives on Coaching and **Notebook 5.3 (back)** and Six Principles of Effective Advising

Notebook 5.4 The Clinical Faculty/Student Teacher Relationship

Listen to your Student Teacher--hear what they are saying--help them work through their anxiety--show compassion

Relinquish control of your classroom--they have to be in charge

Questions-

9:25 Giving Feedback

Wendy, Tish

Wendy – Count off as S & Ts. Need some space (maybe move to other tables to spread out). Decide who in the pair is an S and who is a T. Ts go into the hall with Jen.

Tish - *in hall giving instructions to Ts*— (2 minutes)

You will be serving as a coach and your task is to help your partner draw 4 shapes. The first time they draw the shapes you are to give very little or vague or negative feedback--anything that they draw is OK but not correct. The second time you will give specific feedback to your partner to enable them to draw 4 shapes that touch each other. The shapes you want them to draw are circle, parallelogram, triangle, and pentagon, but please do not give your partner the name of the shape. Coach them into being correct.

Directions: (These are given as written directions to “T”. They are included here for facilitators’ information only.)

Tell your partner to draw four shapes. Give no directions. While your partner is drawing, give only very general feedback. Ex: "That's fine. That's not right. Very good. I think you can do better than that."

Tell your partner to start over and draw four shapes, with each shape touching at least one other shape. Using very specific feedback, but not using the shape names, coach them to draw these four figures-circle, parallelogram, triangle, and pentagon. For example, tell him/her to draw down a slant to begin a triangle. (2 minutes)

At same time in room with the Ss, Wendy --Ss will have chance to display artistic talent. Don't worry, you will have coaches. How many are artists at heart?

Ts return. **Wendy** --Ss will have two minutes to draw four shapes. Your coaches will be helping you.

Time 2 minutes: Everyone seems to be done, but no one got it right. Turn your paper over and try again. This time your coaches will help you, and everyone will get it right!

Wendy/Tish Debriefing

9:55 BREAK

10:05 Conducting pre-observation conferences Tish

Notebook 5.5 (front) Pre-conference-correlates directly with Section B on the evaluation form

Notebook 5.5 (back) Possible questions for Pre-observation Conferences

Participants Need: **Notebook 5.2** Lesson components, **Notebook 5.14** Lesson plan and **Notebook 2.2** Observation form

Jerry Thompson:

High school history

3rd week of student teaching and 2nd week of actual teaching

Slide 44 Develop 2 or 3 questions, per person, to ask in your pre-conference with Jerry based on the lesson plan that he developed. As a group, select three questions to use in a pre-conference and determine why they should be used.

10:20 D. Reflection And Evaluation–Impact On Student Learning Mark, Wendy

Mark - SLIDE 45 Experience + Reflection = Growth “As this equation suggests (and as John Dewey has argued), we do not actually learn from experience as much as we learn from reflecting on experience.” (Posner, 2001, p. 21)

SLIDE 46 Notebook 5.7 Reflection is

SLIDE 47 Notebook 5.7 A reflective educator is

SLIDE 48 Notebook 5.8 Reflective teaching is.....

- the active awareness of the need to frame and reframe a problem in the process of working on it.
- the decision making process through which teachers opt for the “Big Picture” and seek to make sense of the uncertain, unique, or conflicting situations of practice.

SLIDE 49

- the ability to self-monitor one’s own teaching—personal supervision of one’s own practice.
- the process of making new sense of teaching performance in the context of classroom events and activities.
- taking ownership and responsibility for one’s own professional development.

SLIDE 50 Notebook 5.9 Phases of Reflective Practice

I—identify the problem

D—define and represent the problem

E—explore possible strategies
A—act on the strategies
L—look back and evaluate effects of your action

Teachers who are most reflective sometimes are also the most critical of themselves, want to be perfect.

SLIDE 51 Notebook 5.10 Quote from Teacher Knowledge and Reflection “I think one of the most important things I’ve learned over the years is to be gentle with myself. I’ve made a lot of mistakes in teaching and I’ve learned to allow myself to make them without being afraid I’m not a good teacher. It’s by trying things (and sometimes failing), revising them, and trying them again that I’ve learned so much—that’s what lets the program keep getting better.”—Vicki L. Allen

10:35 Wendy - Conducting post-observation conferences

SLIDE 52 Notebook 5.12 Four parts when doing a post conferences

1. Reflect (discuss Reflective Analysis Questions in next slides)
2. Share the data
3. Make plans for the future
4. Summarize

SLIDES 53-54 Notebook 5.11 Reflective Analysis Questions

SLIDE 55 Four parts of post conference (**SLIDE 55** is repeat of **SLIDE 52**)

Stay away from your own biases. Do not give advice-talk about alternatives--they need to take the risks and try things on their own.

Notebook 5.13 Planning and Reflection Profile

SLIDES 56-57 Reflective Piece on Section D

10:50 The “Real Thing”

Dara, Jerry

Participants share observation experiences, with table or in whole group.

This is a very unusual observation opportunity because you are going to be able to watch the lesson 2 times. The first time watch the lesson and as you observe try to determine which observation technique(s) would be appropriate for this lesson.

Watch the video tape of Jerry’s lesson.

At each table determine the observation techniques that you will use as you observe the lesson the second time. Based on the pre-conference questions, select one of the 10 competencies from C on which to focus. Use the scripting guide (4.2). Choose to use at-task, selective verbatim, verbal flow—teacher movement is not appropriate for this lesson.

Watch the video tape of Jerry’s lesson.

SLIDE 58 Individually, create two questions, one about the data, for Jerry. Divide into pairs. Use your data and questions to conduct a post-observation conference. If there is time, switch roles for another conference.

SLIDE 59 Review the four parts of a post-conference. Did they occur in the conferences that you conducted?

Choose three indicators from section C of the observation form and write a comment related to each section for Jerry.

Who has something positive to say to Jerry? Who has comments for growth?

Please sit at tables by grade level when you return from lunch.

11:30 Lunch

TAB 6

12:15 E. Professionalism (Notebook 6.2)

Mark

SLIDE 60 E. Professionalism

Setting the context--what the press and legislature is saying about education today. Four scenarios: (6.2) one scenario per table for discussion. Read the scenario and discuss the scenario with the entire group.

1. Exhibits personal and professional behaviors that promote student learning and professional growth and development.

Your student teacher, Joe, teaches with enthusiasm and creativity, and the children seem to be learning a great deal, but Joe does not give lesson plans to you until the day of the lesson. He arrives late for school at least once a week, and twice has asked to leave school early to get to his part-time job.

Plan a conference to discuss Joe's performance in this area. What points would you want to make? What questions might you ask? *How would you help this student reflect and develop a plan for growth?*

2. Handles all professional responsibilities in an ethical and confidential manner.

Susan is on the playground supervising recess. The parent of Mike, one of her students, stops by and asks whether Jane, another child in the class, is getting counseling to deal with her parent's recent divorce. Susan replies that Jane is seeing the guidance counselor on a weekly basis and seems to be doing fine.

Plan a conference to discuss Susan's performance in this area. What points would you want to make? What questions might you ask? *How would you help this student reflect and develop a plan for growth?*

3. Handles all professional responsibilities in an ethical and confidential manner.

Sarah decides to eat lunch in the teacher's lounge each day with a friend who is also student teaching from the same university. In each of the classes where they student teach, there are several inclusion students. A conversation between several other teachers focuses on the inclusion students with derogatory statements not only about the students' classroom performance, but also about their families. Sarah and her friend are drawn into the conversation with comments and questions about the inclusion students. This becomes a daily occurrence, and you have noticed that Sarah is beginning to demonstrate discriminatory behaviors toward the inclusion students in your class.

Plan a conference to discuss Sarah's work with the inclusion students in your class. What are potential problems that might result from this situation? *How would you help this student reflect and develop a plan for growth?*

4. Actively seeks opportunities for professional growth and development.

You are active in your state professional organization and are planning to host the annual conference in a few weeks. You ask Jim, your student teacher, to attend and assist you. He replies that he has other things to do, and besides, he probably wouldn't learn much, anyway.

Plan a conference to discuss Jim's performance in this area. What points would you want to make? What questions might you ask? *How would you help this student reflect and develop a plan for growth?*

TAB 10

12:45 A Test! (Notebook 10.2)

Wendy

Use clickers to administer test.

(If clickers are not available, use directions below.)

Remind participants of 5 areas for assessment: A-Content B-Preparation C-Teaching D-Reflecting E-Professionalism

Test in the packet--you may use your book and pay special attention to the verbs.

Participants should work alone and then compare their answers. Discuss any ones on which they don't agree.

1:00 Problem-Solving

Tish

Organize into groups of 4-5 by certification area

Use the indicator cards on the table (one C and one A or B) to identify problem areas

SLIDE 61 Task: Draw a picture of the problem student teacher (in a classroom setting) using the two indicators as a guide. On your drawing identify the specific areas of concern. (C1 and A3 or B2)

Groups share; conduct Q & A session on problems for participants.

1:45 Snack & Stretch

TAB 2

2:00 Evaluating Student Teachers

Dara

Participants use their observation data and individual comments on the Jerry's lesson to complete sections A, B, and C (with comments if you give lower than a 2) on the Midterm evaluation.

TAB 8

2:40 SLIDE 62 Letters of Recommendation

Mark

You DO NOT HAVE TO Write a Letter of Recommendation for your student teacher--be honest and remember that we are the gatekeepers of the profession.

Keep your copy of the final recommendation from student teacher and keep a copy of letters of recommendations.

Notebook 8.1--Tips for Writing Letters of Recommendation

2:50 Paper Work

Dara

SLIDES 63-64 Putting it All Together

SLIDE 65 Handling the Paperwork

SLIDE 66 What next?

SLIDES 67-68 Parker Palmer Quotes

Questions, Answers, and Certificates

Notebook 10.3 Evaluation

Notebook 10.4 Goal setting (inside back cover of notebook)

3:00 Adjourn