

## **Re-designing Clinical Experiences at a Hispanic Serving Institution:**

A Change in the Right Direction

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### **The STEP UP Program**

- Goal: First year teachers as second year teachers
- Strategy: Sustained collaboration between university and district representatives
- Model: Year-long clinically embedded field experience at a selected school site

### **Conceptual Framework**

Transform field experiences through a collaborative, inquiry-based year-long field-embedded professional education model.

### **Candidate Selection**

- Students pursuing teacher certification in bilingual education, special education, or early childhood;
- Student pursuing teacher certification in critical secondary shortage areas;
- Overall 3.0 GPA
- On track to complete clinical teaching the following spring semester
- Interview process

### **Program Features**

- District selection
- School selection
- Cooperating teacher selection
- Open and regular communication among stakeholders
- Modeling and demonstration by cooperating teachers
- Formal and informal engagement between teacher candidates, cooperating teachers, and faculty liaison/student teacher supervisor with the cycle of practice, feedback, reflection, and self-improvement
- Guided reflections of candidates in seminars led by the faculty liaison and district
- Monthly meetings with cooperating teachers, faculty liaison, and district representative
- Monthly meetings with teach candidates and faculty liaison
- Ongoing engagement in the discourse of effective teaching
- Engagement of partners in College-wide Data Summit twice a year

### **STEP UP Assessments**

- Formal Observations
- Teacher Work Sample
- Tripod Student Surveys
- Professional Dispositions Inventory
- Exit Survey

### **Opportunities for Cooperating Teachers**

- Stature of being a part of the community of learners in STEP UP
- Professional Development

- Co-teaching
- Giving meaningful critical and constructive feedback
- Emotional intelligence
- Engagement with the college
- Opportunities to attend conferences
- Opportunities to be adjunct faculty
- Opportunities to participate in research projects

#### **Opportunities for Teacher Candidates**

- Engagement in district induction activities
- Potential for mock interviews
- Potential for early hire by districts
- Substitute teaching

#### **Initial Findings – Year 1**

##### **Learning to Teach**

- TC and CT interview data showed a persistent trend to initially locate the meaning of being and becoming a teacher on mastering the routines of teaching and managing student behavior as well as developing character traits such as being patient and flexible.
- A transmission model impregnated CTs vision of the process of learning to teach that they defined as situated in the classroom and a result of observing and doing.

##### **Mentoring as Reciprocal Growth**

- TCs and CTs described personal growth as a result of the interaction and especially as a result of a mirroring component of the TC-CT relationship where CTs model practices, TCs observed and then attempted to perform them (Rozelle & Wilson, 2012).

#### **Initial Findings – Year 2 Interviews with CTs**

##### **CT Interviews: Positives about the Program**

- Communication has been strong
- Monthly meetings
- PD—coteaching and providing corrective feedback
- Creating a community of learners

##### **CT Interviews—Considerations for Improving the Program**

- In re Teacher Candidates specifically—behavior management
- Consider having TCs attend two days a week during the first semester
- It would be helpful to have TCs see the very end of the year

##### **CT Interviews—What's worked and Advice for New CTs**

- Giving TCs opportunities to work in other classrooms and see how different school programs (e.g., RTI) work
- More experience with diverse students (e.g., students with autism)
- Plan to spend quality time with TCs outside of planning period, because it takes that level of mentorship to prepare students.
- Create a trusting relationship so you can be honest and share corrective feedback in a constructive way

- Have open communication and be receptive to learning

### **CT Interviews—Things Learned about Self**

- I have high expectations and that carried over to the TCs having high expectations
- I have strengths as a mentor
- I am patient
- I can improve by reflection on practices
- I can spend more time planning my activities, especially considering the quality of the TCs' activities

### **Lessons Learned**

#### **Procedural**

- Recruitment and selection of candidates
- Challenges for scaling the program
- Alignment of calendars and timelines
- Communication

#### **Programmatic**

- Guide TCs towards a data-based, inquiry stance rather than a passive approach of replicating what they observe.
- Need to connect preparation and practice to evidence the value of preparation.
- Further explore the concerns about classroom management.

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