



# Mentor Teacher Training & Co-Teaching

**Dr. Amy Vessel & Dr. Dawn Basinger**  
**Office of Clinical Experiences**

**May 18, 2015**

**Believe and Prepare Community Meeting**

# Short History Louisiana Tech Elementary Clinical Experiences

	Fall	Winter	Spring
1980's - 2002		Reading practicum	Student teaching
2003-2016	Reading practicum	Math, science, & social studies practicum	Student teaching
2014-present	Student teaching with Literacy emphasis	Student teaching with Mathematics emphasis	Student teaching with Science/social studies emphasis



2015, The Team Model Program,

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# Changes in Student Teaching Model

## TRADITIONAL STUDENT TEACHING

- Typically 10 weeks
- Taught 1 solo week
- Over 180 hours
- Supervised by 1 clinical university faculty member
- Completed spring of senior year

## YEAR-ROUND CLINICALS

- August – May
- 3 solo weeks (1 each quarter/clinical)
- More than 800 hours
- Coached by a **TEaM** including school clinical faculty, clinical university faculty, and clinical liason
- Completed entire senior year



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# Cohort Groups/Blocked Courses Elementary Teaching Program (2 years/ 6 quarters)

Fall Quarter	Winter Quarter	Spring Quarter
Junior Year	Junior Year	Junior Year
Literacy Block	Math/Science/Social Studies Health & Physical Education	Literacy, Mathematics, and Classroom Management
Senior Year	Senior Year	Senior Year
Clinical One Strategies/Technology/ Literacy/ Diagnostics	Clinical Two Mathematics/ Art/Music	Clinical Three Science/Social Studies/ Assessment



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# Year-Round Student Teaching

## Year One Pilot Program 2014-2015

- Two Schools: Glen View Elementary & Cypress Springs Elementary
- 11 student teachers

## Year Two Pilot Program 2015-2016

- Three schools: Glen View Elementary, Cypress Springs Elementary, and Ruston Elementary
- Up to 20 classrooms and student teachers

## Year Three Required 2016-2017

- Schools in our partnership will continue to grow
- All teacher candidates will participate

# Key Vocabulary Shifts

## Student Teaching - Triad Members

Traditional Student Teaching

Student Teacher

Cooperating Teacher

University Supervisor

Year-Round Clinicals

Teacher Intern

Mentor Teacher

Clinical Liaison



# The TEaM Model

## Teacher Educators & Mentors

The Louisiana Tech University TEaM Model transforms the traditional student teaching triad into a team approach to prepare tomorrow's educators during a year-round clinical experience. The TEaM includes university and school partners that collaboratively mentor teacher candidates in the undergraduate early childhood PK-3, elementary 1-5, and elementary 1-5/special education programs.

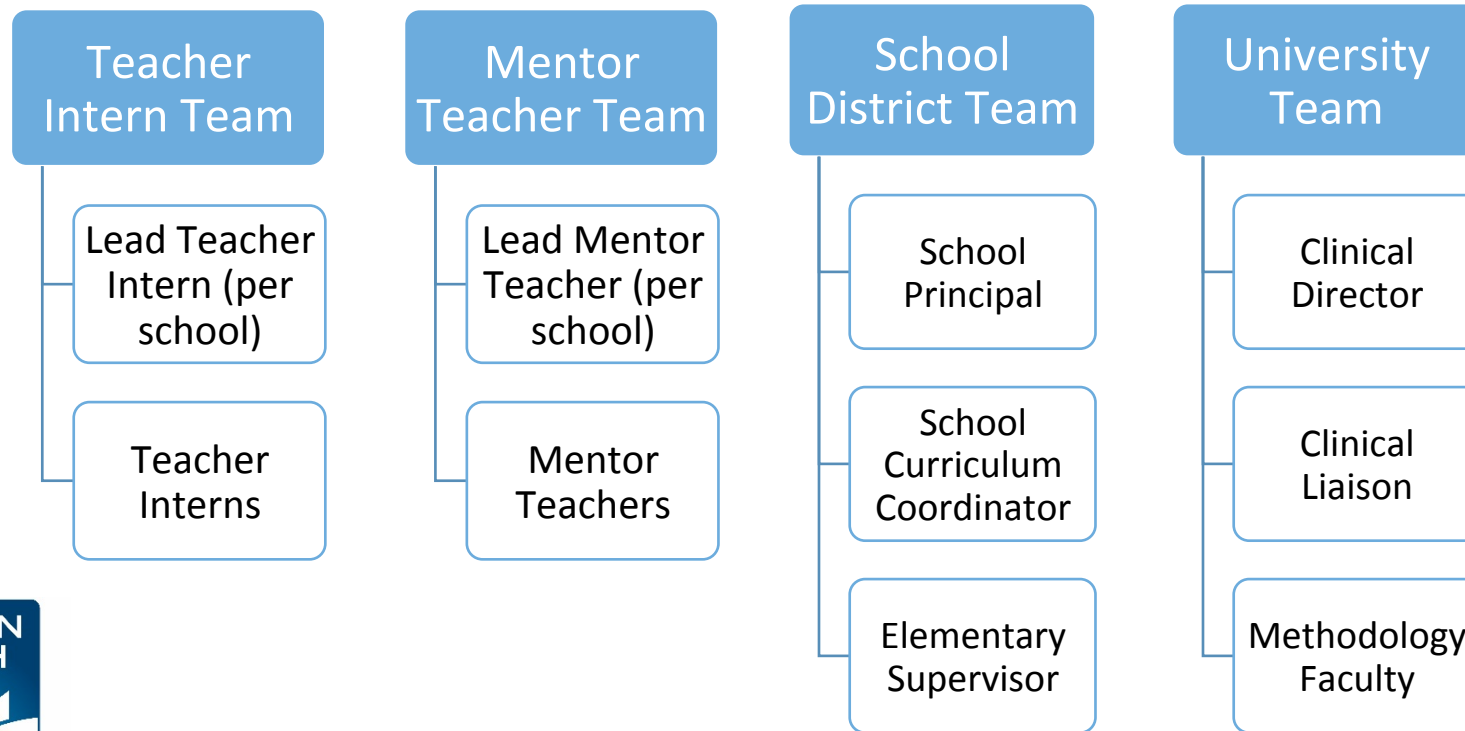


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# The TEaM Model

## Teacher Educators & Mentors



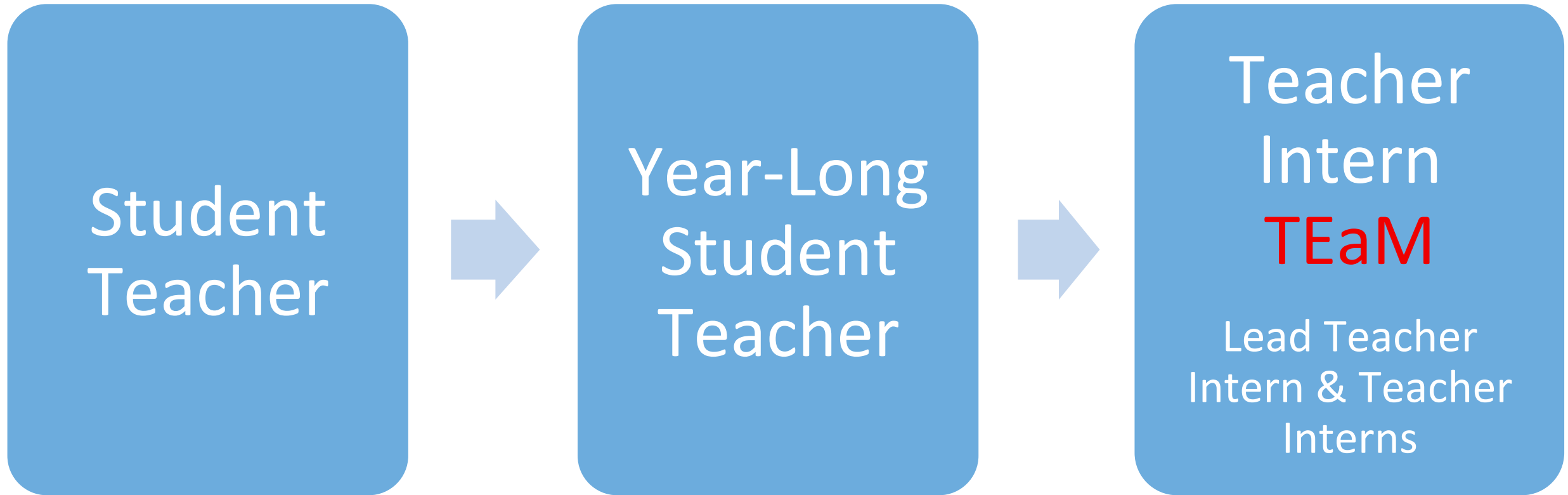
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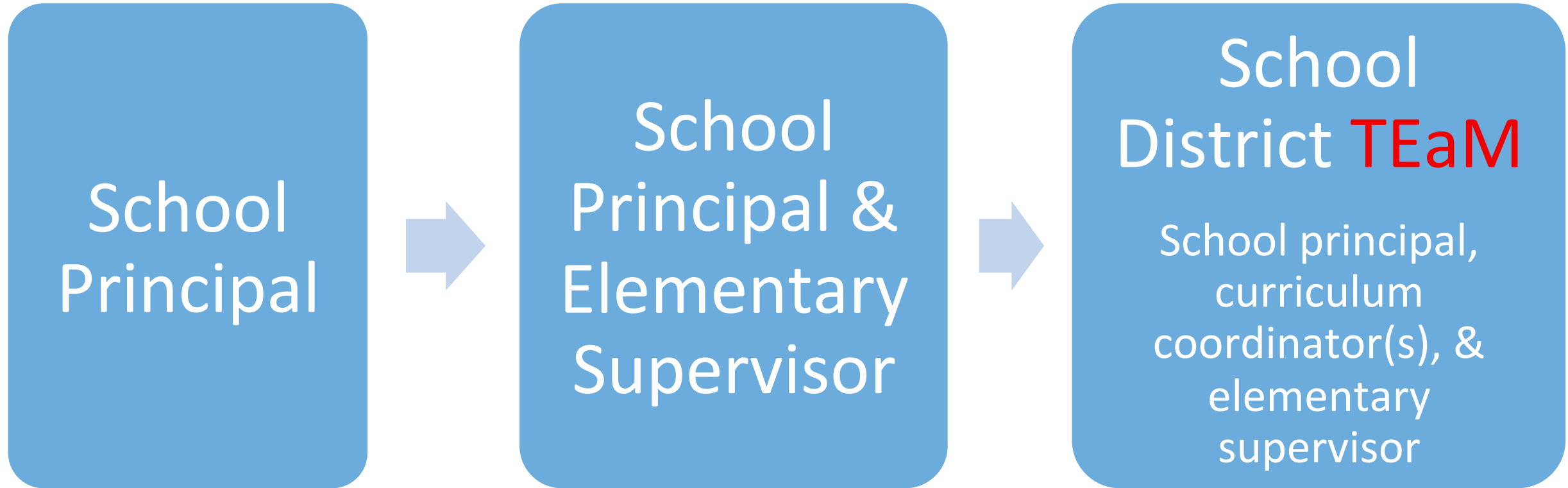
# The TEaM Model: Key Vocabulary Shifts

## The Transformation of Student Teacher



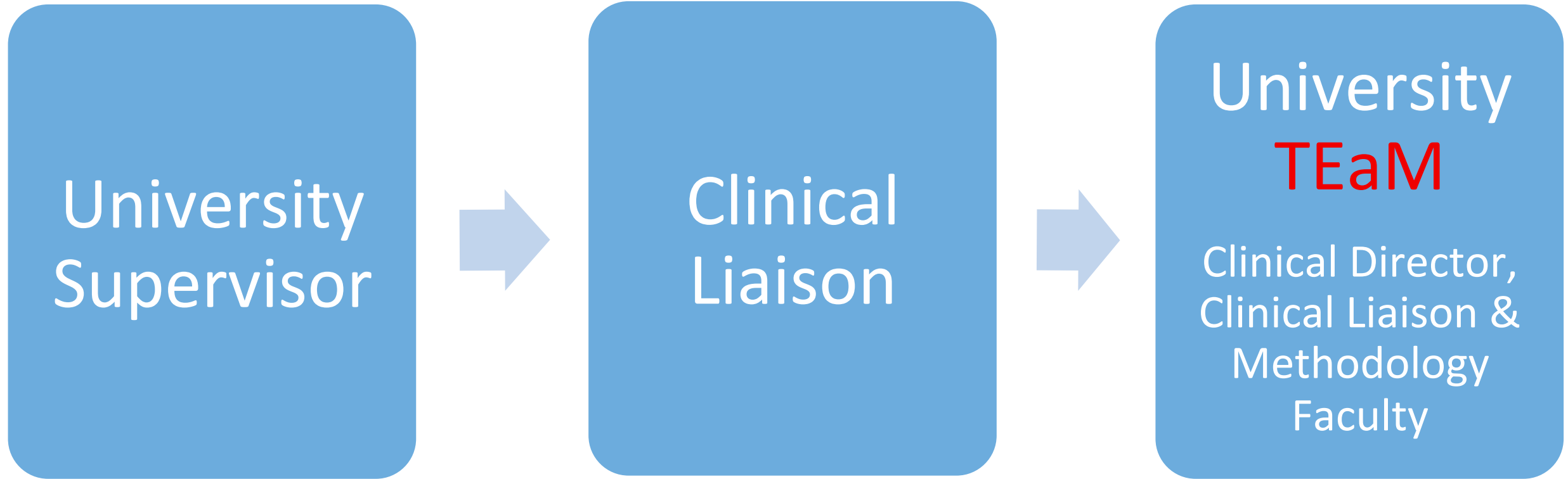
# The TEaM Model: Key Vocabulary Shifts

## The Transformation of School District Partner(s)



# The TEaM Model: Key Vocabulary Shifts

## The Transformation of University Supervisor



# Modes of Clinical Liaison Communication

1. Regular classroom walkthroughs

2. Email communication with entire TEaM

3. On-call 24/7 for entire Team via cell phone.

4. Regular Consults with Clinical Director

5. Bi-weekly meetings with Mentor TEaM on school site.

6. Monthly Meetings with school district and university TEaMs on school site.

7. Quarterly meetings with teacher interns and clinical director.

8. Requested Mentor/Teacher Intern Conferences

9. Delivery of On-going professional development.

10. Professor of record for university graduate coursework for mentors.



# The TEaM Model: Key Vocabulary Shifts

## The Transformation of Cooperating Teacher



# An effective Mentor must be able to...

- |  |   |
|--|---|
| 1. Plan clinical teaching schedule.                                  | 6. Delegate classroom duties.                         |
| 2. Collaborate to improve lesson plans.                              | 7. Conduct observations on teacher intern team.       |
| 3. Provide regular constructive feedback.                            | 8. Support development of a professional growth plan. |
| 4. Complete teacher evaluations/paperwork.                           | 9. Model strong professionalism.                      |
| 5. Actively participating in all collaborative meetings/conferences. | 10. Maintain collegiality among the TEaM.             |



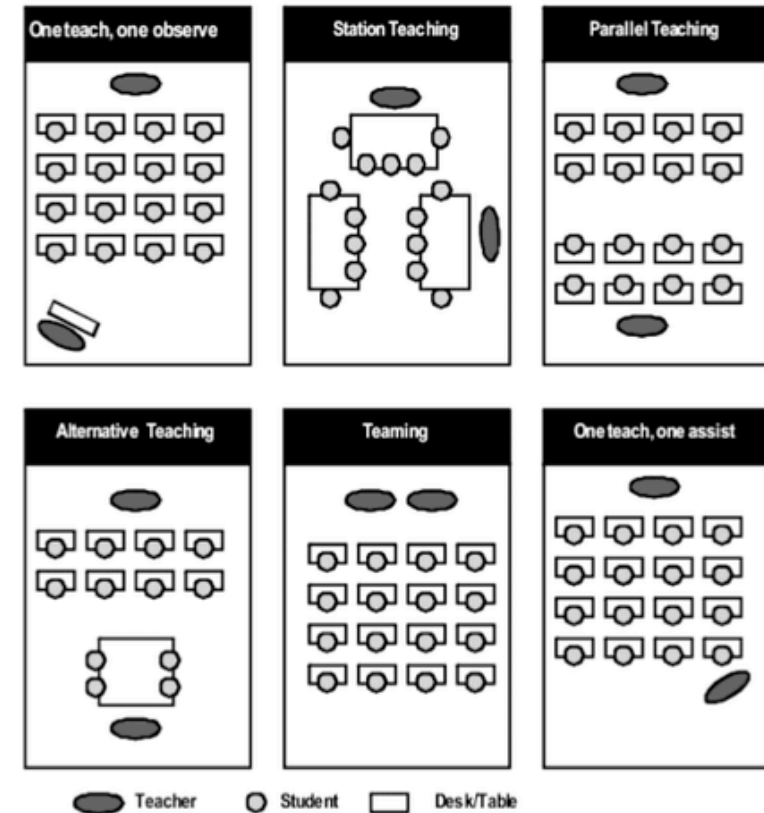
# A Key Ingredient Still Missing: Research-Based Framework for Year-Round Collaboration



Bacharach, N, Heck, T., & Dahlberg, K. (2010). Changing the Face of Student Teaching Through Co-Teaching. *Action in Teacher Education*, 32 (1), p. 3-14.

Cook, L. & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(3), 1-17.

Washut Heck, T. & Bacharach, N. (2010). Mentoring Teacher Candidates Through Co-Teaching. Teacher Quality Enhancement Center. St. Cloud, Minnesota.



# Co-Teaching

...is defined as two teachers working together with groups of students - sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

*Both teachers are actively involved and engaged in all aspects of instruction*





# Co-Teaching is...

- Building Stronger Relationships through Communication and Collaboration
- Co-Planning, Co-Teaching, and Co-Assessment
- Highly Engaged in All Aspects of Teaching
- Using the Expertise of the Mentor Teacher
- The Best Way to Meet All Student Needs



# Why Co-Teach?

- Reduce student/teacher ratio
- Enhanced ability to meet student needs in a large and diverse classroom
- Full use of the experience and expertise of the mentor teacher



# Why Co-Teach?

- Consistent Classroom Management
- Greater student participation and engagement
- Enhanced collaboration skills
- Increase instructional options for all students



# Year-One Pilot Program

## Improvements Since Mid-Term

1. New defined roles for participants (evolving)
2. Greater communication among all participants through meetings: (since 2/15)
  - clinical liaison meetings – bi-weekly with mentors and teacher interns
  - team meetings – monthly with university, school, and district leaders
4. Stronger framework – content focus each quarter/clinical (planned for 15-16)
5. Need to redesign programs – PK-3, elementary 1-5, and elementary 1-5 dual (completed 4/15)
6. Multiple evaluations over longer time frame by multiple team members (piloted 4/15, planned for 15-16)



# Recommendations for Year-Two Pilot Program

1. Mentor Team Feedback to Set Calendars (each school unique)
2. New school teams
3. Applications for mentors and teacher interns
4. Identification of research projects prior to August
5. Summer & Year-Round Mentor Training
6. Collaborative Clinical Experiences Center w/Mentor Training
7. Teacher Intern Recruitment Panel





# For More Information

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