21st Century PDS Initial Field Experience Model

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Introduction

- Dr. Lori Piowlski
- Scott Lusk, Specialist
Saint Peter Public Schools

- AdvanceEd Accredited School District
- High School Ranking – U.S. News & World Report 34th ranked school in the state of Minnesota
- North – School of Excellence/Reward School/Celebration Eligible
- South – continually above national norm in Measures of Academic Progress Tests
South Elementary Field Experience
321 Partnership with MSU

Supporting the vision of South's Literacy Program

Collaboration between teachers/principal/TOSA/faculty

Shared Learning
South Students:
* Small group facilitators
* Assist in informal assessments
* Assist with teacher tasks

MSU Students:
* Experience
* Feedback
* Time to ask why
* Continued PD
* Execute edTPA lessons and tasks

Ultimate Goal:
* Impact student achievement while creating highly qualified candidates
One day a week for four weeks a pre-field experience prior to the full four-week field experience.

Outcome: Targeted observations, assist teacher as needed (no specific requirements for teachers), create Context for Learning.

Supervisors/faculty on sight 4-5 days per week during the duration of the four-week field experience. Increased partnership/collaboration with teachers and principal.

Needs of partnership school: How can the teacher preparation program prepare students for the curriculum being implemented at the school, as well as pre-determining how can we most effectively assist teachers in student learning.
Frontloading content for pre-service students on site:
Teachers Requests for field experience students prior knowledge:
Houghton Mifflin 6 Strategies for Reading
DIBELS Progress Monitoring (NWF and ORF)
Alpha Friends/Zoo Phonics
Daily 5/ CAFÉ
Essential Learner Outcomes (ELO’s)
RTI  Response to Intervention
Reciprocal Teaching
Cultural Responsive Teaching Strategies
Transitions
Phonemic Awareness
Literacy theory and strategies
PBIS  Positive Support Intervention Support
Read Naturally
Daily 5 and CAFÉ
Potential in-service Ideas:

• Co-teaching
• Teacher Evaluation
• Classroom Management
• Smart board
Timeline – Prior to Field Experience

1. Meet with TOSA and Principal to collaborate and clarify the field experience.

2. TOSA makes placements

3. Gather input from lead teachers about curriculum needs and pacing.

4. TOSA meets candidates at MSU during classtime and provides SMARTboard training.

5. Principal, TOSA, and lead teachers lead a seminar at MSU on the school expectations, policies, procedures. Lead teachers will break apart with candidates placed in their grade level to front load grade level specifics.

6. Students have pre-field experience: focused active observations (1 day a week for 4 weeks) Faculty supervisor meets candidates at the school for a tour and meet your teacher.

7. Field Experience begins for 4 weeks from 7:30 – 12:00 Faculty on site
What does it look like?
Engaging Activities

Being on site,
I can immediately respond to teacher, TOSA and principal feedback.

2 examples
Supervisors on site
Student Engagement
Formative Assessments
Lesson Planning Sessions/Support
Kindergarten Round-Up
Professional Learning Communities

- Daily – Grade Levels
- Weekly – Administration/TOSA/University Staff/Teacher Candidates
  - PBIS
  - P.L.C.
  - Assessment
  - Teacher Evaluation
  - Interviewing
The days that I spent at South before my full time experience were beneficial in many ways. Becoming familiar with the PBIS system of STAR pride, becoming comfortable within the school and spending time with the children were all helpful. My mentor teacher has been a huge help getting my partner and I familiar with class routines, the class environment, reading to the students, and assisting in small-group activities. These tasks have helped me feel comfortable and will give me confidence leading into my everyday experience with the Kindergarteners.

I find that the most beneficial things about my time so far at Hoover are: (1) building relationships with the students, faculty, and staff at the school; (2) learning the classroom dynamic and routine; and (3) observing the teacher - to see what teaching style the students are familiar with. All-in-all, I feel that I have established a good working relationship with my mentor teacher and I'm looking forward to teaching my first small group lesson on Monday!

The most beneficial part by far of the days at South before the beginning of my full time experience were the intentional conversations that she would have with us. Every free minute of her morning, she would talk with us. She told us more about her students, about South, and about the curriculum she uses. We would talk about how the morning went, and about what was going well or poorly. She asked us everyday if we had questions, or if there was anything she could do for us. In short, she made us a priority, and continually invested in us. I think this will make the transition into full time much smoother.

I was able to extinguish any pre-jitters that I had about going into the classroom for the first time. It also allowed me time to build relationships with the mentor teacher and her students. Another benefit was to observe and learn the rules and boundaries that the teacher expects from the students. The main benefit was being able to watch the teacher model teaching before I had to do it.
My professors at MSU have been very supportive throughout my field experience so far. They have helped guide me through lesson planning and they have given me supportive advice after looking over my lesson plans. My mentor teacher has also been very supportive and supplied a lot of information that has helped me feel more comfortable working and teaching in the classroom. She has offered support and advice that has helped me to see different ways to approach and adjust to situations in the classroom. Both my mentor teacher and Mr. Lund have helped me with observing my first lesson plan and explaining things that I did well and things that I could work on and change for future lessons. I also like how the Mr. Lusk and Mr. Doherty, are supportive and helpful with answering any questions I have.

By far, the most beneficial part of South and MSUM's investment in me has been working alongside my mentor teacher. He has such a great approach at working with all the different personalities of his students. The theories we've learned about are jumping out at me as I'm working in the classroom. I've learned more about teaching and applying different strategies to approach the students in this first week than I have my last three years of college.
I have been incredibly supported in many ways! My co-teacher (Marin), Mrs. Bly, the use of pedagogy, help from Mr. Lund on lesson plan support, and help with alignment of content and execution from Dr. Piowlski. My teacher, has been nothing but great, she has given me the opportunity to teach a small group or whole group lesson everyday during field experience!! My mentor teacher has let me go through her room and use any resources that she has, and that helps me create lesson plan ideas! Working with Marin has been very helpful as well. Marin and I are a lot alike and having her in the classroom with me to go over lesson plans- what went well for her, what didn't, what went well for me and what didn't. She is very helpful with lesson plans and is someone I can go to for help with different questions about reaching different students and how to gain attention from the class. My classes in general have been helpful through this project. Learning brain breaks and attention getters is what I used right away. But learning about behavior theories and constructivist theory are used in the classroom everyday. I work in a small group with a child with a behavior problem, and I find myself reflecting on that and what I have learned from the Kindergarten Methods book and the Gunning text. Mr. Lund has been helpful, he and I talked about reaching one of my students that is on a Autism spectrum, but it is not documented, I have been thinking about how I can benefit him but not lose the rest of the group- he gave me some great ideas!! I've met with Dr. Piowlski and just having her reiterate that I can do this- and I will do great and the children will like me!
Hard Sell to High Demand
Faculty Post-Observations

- https://www.youtube.com/watch?v=Afb_g7CXlNo
South Teachers/Principal to MSUM
Molly Meyer – Reading Specialist at South is Adjunct Faculty at MSUM.
Technology

- SmartBoard
- IPAD initiative
- IPOD
- Edmodo
Benefits for South
The investment in the partnership is a win – win for everyone involved. Bringing our teachers, TOSA, and myself on to the campus of MSUM sets the tone for the field experience. This team relationship allows for clear, concise objectives and expectations for the teacher candidates. Letting the teacher candidates know that there is a high level of expectations on them and a support system to support them allows for the teacher candidates to grow into competent teachers. Having the professors on site with feedback for the teacher candidate allows for growth of the teacher candidate which ultimately leads to student growth.
During walkthroughs I have seen teacher candidates engaged with students in the hallway, media center, and classrooms. Bringing down the student to teacher down to a 3:1 ratio or less and or small groups allows for a high level of student engagement which will lead to student learning.
Students from MSU are very willing to jump in and get started in the classroom right away! Students benefit by having more "hands' in the classroom. It is a greater teacher/student ratio!! They are very upbeat and excited! They listen to what students have to say and get down to "their level."

It is nice to have someone with an education background to plan with and bounce ideas off from each other. It is nice to have someone with a fresh perception. I also feel I learn from them especially in the area of technology. I feel that the students in my class benefit the most because they receive more attention. We can plan for more small group lessons. It also makes it easier to differentiate instruction.

I love having “extra hands” in the classroom! Our classroom is able to incorporate more flexible grouping opportunities and more one on one for students. All levels of learners benefit. High achievers get enrichment, on level students get more practice and challenge, and those that struggle can have opportunities to have more hands on activities and practice. Teachers have very high expectations put on the teacher candidates.
Moving Forward

- Aims Web Progress Monitoring