

**College of Education and Behavioral Science
Department of Teacher Education**

**Governance Board
Thursday, November 30, 2023
9:00 am – 10:30 am
Delta Center 201**

Welcome-Dr. Nicole Covey and Dr. Annette Hux

The Residency Program-

- One academic year of residency
- 1st semester- residency 1- university coursework and ½ time placement followed by full time placement

Walkthrough data-

- 23 walkthrough 6/ MLED- 17 ELED
- 93% of students on task/ engaged
- 50% of walkthrough co-teaching was identified
- Average 3.8 minutes
 - Co-teaching models
 - One teach/ one assist 67%
 - Team teaching 17%
 - Station teaching 17%

POP cycle data-

- Overall average evaluations based off of Danielson's TESS using aspiring teacher rubric. (7 conducted)
 - Domain 1- 2.43
 - Domain 2- 2.89
 - Domain 3- 2.97
 - Domain 4- 2.97

Substituting-

- Has been the most beneficial aspects of the residency program
- Starting on day 1 with students

Program discussion-

- Who will provide Co-teaching training? ASU? Solution tree? the possibility of providing co-teaching training.
- Invite Dr. Young to an annotation meeting. Per. Amanda Turner
- May 4th of 2024, graduating residence will continue to report to their school as a substitute until that school year ends.

Wrap-up-

- Dr. Nicole Covey closed meeting.



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- !• The Residency Program
- !• Walkthrough data
- !• POP cycle data
- !• Substituting
- !• Program discussion
- !• Wrap-up

Thank you!

Six Co-Teaching Strategies



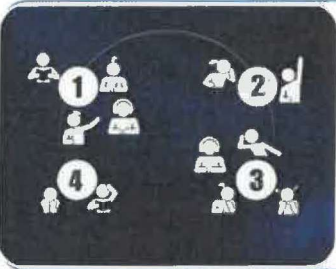
One Teach, One Assist

One teacher acts as the primary teacher while the other assists and supports the learners. The co-teacher assists by monitoring student work, addressing behavior issues, answering student questions, distributing materials, or asking the lead teacher to clarify any developing student misconceptions.



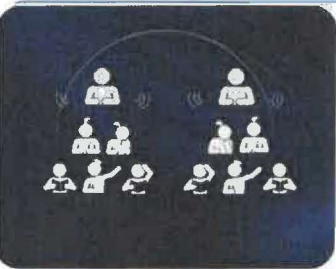
One Teach, One Observe

One teacher acts as the primary teacher while the other gathers specific observational information on student learning such as students' academic, behavioral, and social skills while in the classroom. Roles can switch depending on the topic or interests of the teacher, however this strategy is only meant to be used occasionally.



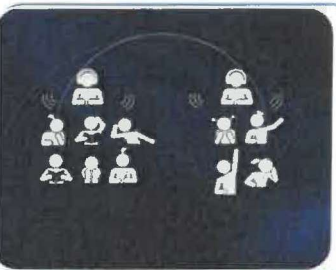
Station Teaching

Co-teachers divide their class into small groups to provide instruction at separate stations. Activities should be designed to function independently of each other and require approximately the same amount of time with student groups rotating stations. This approach reduces the student-teacher ratio, increasing student participation and effective monitoring of the students.



Parallel Teaching

Co-teachers divide the class in half and instruct them on the same material; groups don't rotate. Parallel teaching allows the co-teachers to maximize participation and minimize behavior problems. This approach reduces the student-teacher ratio and increases instructional intensity. Co-teachers will need to be cognizant of timing and pacing when using this strategy.



Alternative (Differentiated) Teaching

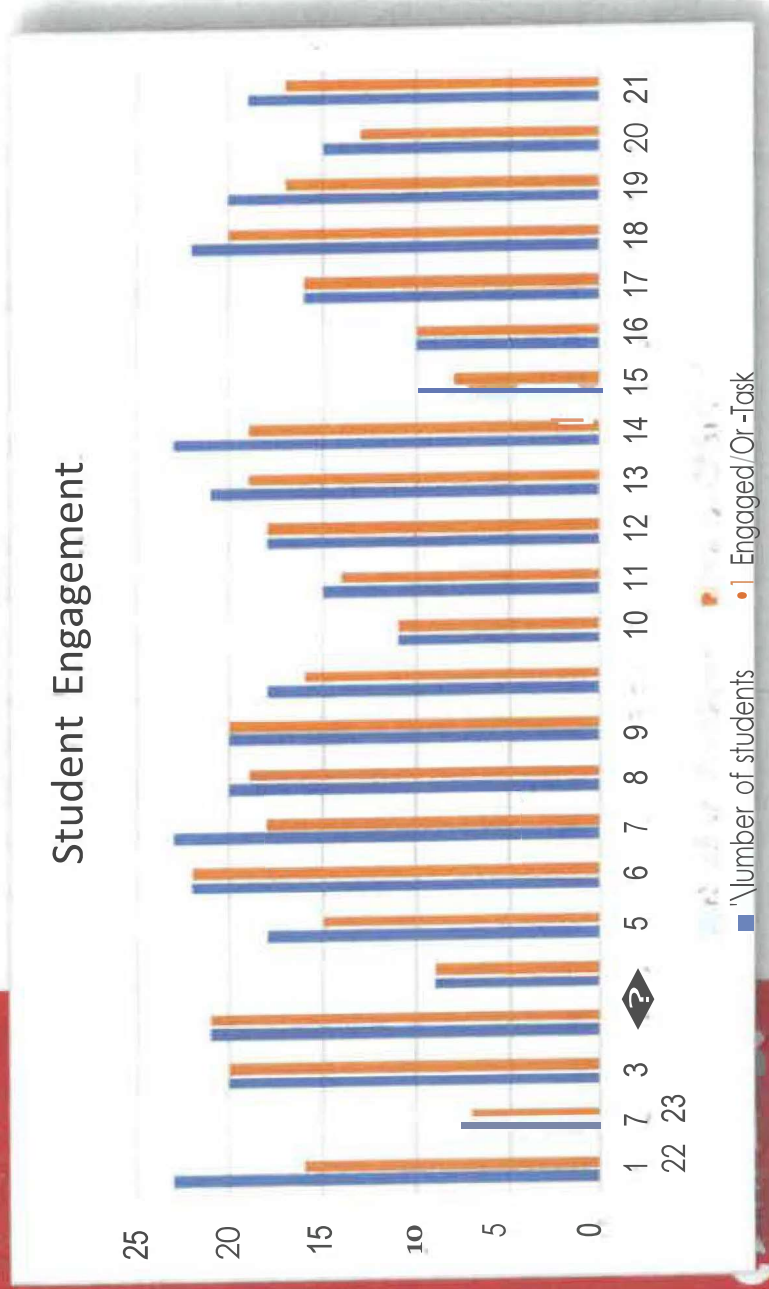
One teacher manages a large group of students while the other takes a small group for a specific instructional purpose. This approach provides instructional flexibility and can be used for enrichment, remediation, assessment, or pre-teaching, as well as for using alternative methods of providing lesson input.



Team Teaching

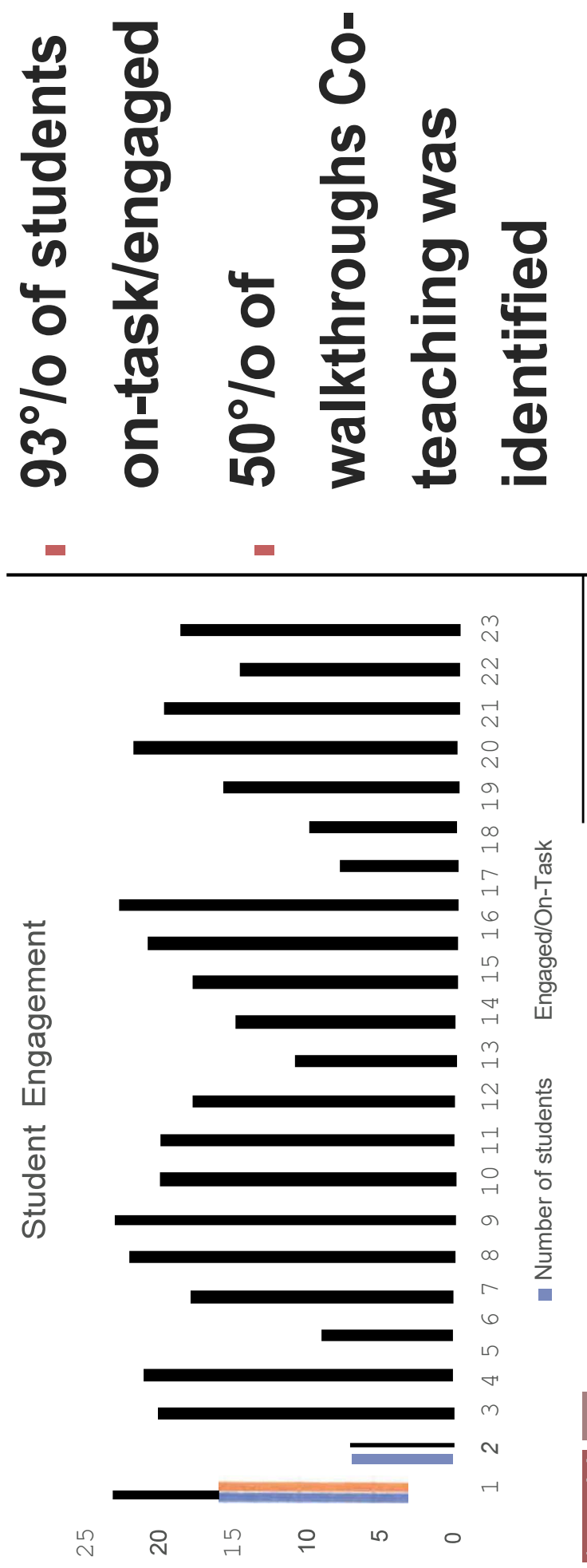
Both teachers are often in the front of the classroom, sharing the responsibilities of lead instruction, with equally active, but possibly different, roles in a lesson. This approach can enhance teacher creativity, encourage collaboration, and energize students. This strategy should be used occasionally as more subtle student needs can be missed when grouping is not being used.

Walkthrough Data



- 23 Walkthroughs
- 6 MLED/17 ELED
- Avg 3.8 minutes (-3:48)
- 930/o of students on-task/engaged

Walkthrough Data (Cont.)



Walkthrough Data (Cont.)

CO--TEACHING MODELS

- ▶ **One-Teach/One-assist- 67%**
- ▶ **Team Teaching - 17%**
- ▶ **Station Teaching - 17%**

- One teach/one observe - 0%
- Parallel - 0%
- Differentiated - 0%

POP Cycle Data (Cont.)

- Overall Averages - Total of 7 conducted
 - Domain 1 - **2.43**
 - Domain 2 - **2.89**
 - Domain 3 - **2.83**
 - Domain 4 - **2.98**
- MLED - All 3 POP Cycles conducted
- ELED - Majority of data from 1st POP Cycle
 - 5 remaining due to scheduling conflicts

POP Cycle Data (Cont.)

■ DOMAIN 1 - Overall 2.43

- MLED - consistent score of 3s in all indicators
 - Use of edTPA Lesson Plan
 - Specific information
- ELED - consistent score of 2s in all indicators
 - Use of Curriculum plan or week at a glance lessons
 - Did not identify specific information regarding Students

POP Cycle Data (Cont.)

• Domain 2 - Overall 2.89

- 2c - Managing Classroom Procedures
 - Lower scores due to loss of instructional time during transitions
- 2e - Physical Organization
 - Lower scores - time to rearrange is not always productive

POP Cycle Data (Cont.)

• **Domain 3 - Overall 2.97**

- Aspiring Teacher Rubric allows for higher scores compared to TESS Teacher Rubric
- 3e - Flexibility and Responsiveness - has been the lowest scoring

POP Cycle Data (Cont.)

- Domain 4 - **Overall 2.97**
- **ALL 3s/4s**
- **ELED 4f - Average score of 1**
 - 4f - Showing Professionalism is low due to ELED majors not fulfilling coursework obligations (signing up for POP cycles and edTPA)