



Take Your STEM and Branch Out to CSUCI

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Changes in Student Teaching

- Two different pathways: Residency and Traditional
- No requirement for two different placements
- Co-teaching Strategies part of our program
- New TPE's
- Increased hours by CTC
- Cooperating Teachers are now called District Employee Supervisors (DES)
- DES must have ten hours of training



Co-Teaching Model & Strategies

https://www.youtube.com/watch?v=RWB8cg0K3DE&feature=youtu.be&list=PLCDsTyftAA2D_bul_Rti5phLZ1DdFsAMc

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative (Differentiated) Teaching
- Team Teaching



Traditional vs. Residency and Hybrids

- Traditional - two different placements and two different school sites
- Residency - One placement only, follows academic calendar year for that school site, returns right after the first of year, goes to the end of the school year
- The teacher candidate can if they wish have a two to three week placement in a different grade level at the same site, to experience a different grade level.
- Hybrids - started Traditional switched to residency



Teacher Requirements

- 3-5 years minimum
- New requirement- 10 hours of training: 2 hours of training with the University, 8 hours of on-line training through Cal Teach, **OR** training that you have participated in through your district or other
- Willing to co-teach
- Be a mentor
- Be a part of the triad
- Participate in the mid-term and final evaluation
- Be collaborate



Why Be a Mentor?

“The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.”

~Steven Spielberg



Why Be a Mentor?

- Metacognition and Reflection
- Co-Teaching Model allows for both parties to benefit
- Revisit valuable tools and lessons that will help sharpen skills
- Enhanced leadership skills
- Broadens your professional network



What Do Teachers Get Out of This?

The experience of mentoring empowers experienced teachers and gives them a greater sense of significance in their world (Carger, 1996)

Professional Development Opportunities

NGSS Co-Teaching Study

STEMposium June 25-29th, @ UPCS

CSUCI Partnership Network



Teachers said...

“This was one of the best professional development days I’ve attended. I not only feel better prepared to teach science but I feel more confident in my ability to help my student teacher.” ~ Anonymous Elementary Teacher Survey

“Last year, was my first experience with a resident teacher, and I can truly say it made me a stronger teacher. I loved working side by side with my co-teacher, trying new things, and taking risks together.” ~Tarah Colon, UPCS



Teachers said...

"I told Cynthia specifically that I wanted a strong candidate and she responded quickly with quite an impressive student. She was not only organized and creative but her passion helped me remember my own reasons for becoming a teacher. I and the university gave her support, training, and practice necessary for her to begin her career; however, I received the most sustaining gifts: new teaching skills and strategies, renewed passion, and excitement about discovering ways to help our students find their own success." ~ Derrick Timmons, Rio Mesa HS



Teachers said...

“My experience with the co-teaching program has opened my eyes to the value of teachers truly collaborating on EVERYTHING -- from planning to managing students to discussing how best to grade student work. The level of creativity in the classroom increases. The students definitely benefit!” ~Karen Stevens, E.O. Green



Questions & Contact Info

Becoming a mentor teacher, logistical questions about co-teaching model:

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Professional development opportunities, mentor teacher experiences:

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