



**Great Start for Higher  
Education (GSHE)**

# Building Cohesion through Partnerships with Cooperating and Mentor Teachers

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LAURIE DINNEBEIL

THE UNIVERSITY OF TOLEDO



# Welcome & Introductions

# Today's Presenter

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Distinguished University Professor  
and Daso Herb Chair  
University of Toledo



# Type in Chatbox

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What state or territory are you joining us from today?

# SCRIPT-NC Webinars

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## emphasize

- embedding **inclusion and diversity** into coursework
- content that reflects **evidence-based and recommended practices**
- opportunities to build both **knowledge acquisition and knowledge application**
- resources that are **readily available and free**

# Logistics

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Questions?

Comments?



**USE THE CHAT BOX**



Remember to mute your audio



# Objectives of Today's webinar

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To reflect on the purpose of the student teaching experience in shaping effective ECE teachers.



To discuss primary models/approaches towards the role of the cooperating teacher.



To discuss competencies relevant to the mentoring relationship.



To explore ways that higher education faculty members can support quality field experiences.



# Why is quality preservice training so important?

Research consistently points to the **teacher** as the most important and effective component of a high-quality early childhood (EC) program

Sources: Early et al., 2006; Pianta, Barnett, Burchinal, & Thornburg, 2009; Vu, Jeon, & Howes, 2008; Whitebook, Gomby, Bellm, Sakai, & Kipnis, 2009; Whitebook, Howes, & Phillips, 1989





# SUPPORT IS IMPORTANT

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ALL young children need well-trained teachers, but perhaps young children with disabilities need them most of all.



## Why We're focusing on today's topic

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Providing support for professional development for ECE teachers occurs in many places...in the college classrooms, in the library, and perhaps most importantly, in the early childhood classroom!

A close-up photograph of a bright red apple with a small stem, resting on a light-colored wooden desk. In the background, a blue notebook with a yellow pen is visible, slightly out of focus.

# Reflecting on Your Student Teaching Experience

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What went well?

What was a challenge?

How could you use this information to support high-quality field experiences for your students?



# Driving Questions

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What is the purpose of the student teaching experience?

How can campus-based teacher educators ensure that their students have access to high-quality field experiences?

Handouts: Baum & Korth, 2013; La Paro et al, 2018; NAEYC, 2011; Yoon & Larkin, 2018)

# Primary Models of Cooperating Teachers

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THE APPRENTICESHIP MODEL



THE REFLECTIVE COACH AND GUIDE



# Expectations for your program?

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# Competencies for Mentors in RBPD

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Building Relationships

Assessment and Planning

Communication

Change

Ethical Practices

Handout: Minnesota's Knowledge and Competency Framework for Relationship-based Professional Development Specialists



# Building Positive Relationships

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1. Uses positive “people skills” in communication
2. Demonstrates respect for, and interest in, the abilities of others
3. Demonstrates a commitment to the concept of shared learning
4. Demonstrates cultural proficiency in integrating cross-cultural awareness *and* divergent points of view of others



## Assessment and Planning Skills of Cooperating Teachers

Uses a range of strategies and appropriate tools to objectively observe the practicum student

Provides feedback to the practicum student based on reliable data

Provides practicum student with the skills and tools necessary to engage in self-reflection

Helps the practicum student evaluate personal program progress towards goals

Helps student make “mid-course” adjustments.

# Communication Skills



Demonstrates active and *responsive listening* strategies



Uses a range of effective *verbal and nonverbal communication strategies*



*Asks thoughtful questions* to help practicum students engage in self-reflection



Engages in *timely, focused meetings* with practicum student



Uses *effective conflict resolution strategies*

# Anticipating and Managing Change



Responds effectively to the practicum student's ever-changing needs through planning for and managing change



Uses a variety of tools based upon the practicum student's stage of development and approach to change



Demonstrates understanding that improvement is continuous and not static



Understands the impact learning has on the dynamics of the change process



Can manage and facilitate change

# Professional Responsibilities of Cooperating Teachers



Acts ethically



Maintains confidentiality *in all areas*



Demonstrates trustworthiness and individual integrity



Addresses the needs of the practicum student without influencing the student with the bias of personal values, beliefs, prejudices and past experiences

# Mentor and Evaluator?

While cooperating teachers strive to support the professional growth and development of student teachers, they also need to be aware of their role as an **EVALUATOR**

What is the difference between a mentor and an evaluator?





# Higher Ed issues related to field experiences

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Meeting the needs of students

Identifying high quality field experience sites

- Creating partnerships with high-quality early childhood programs
- Creating partnerships with experienced early childhood teachers who can serve as cooperating teachers

Communicating expectations about the role of the cooperating teacher

Ensuring curriculum alignment between on-campus and field-based experiences

# Growing Challenges

- Increasing security concerns
- Supporting students who work full time and want to do their practicum in their own classroom
- Addressing new expectations for competence as part of practicum (e.g., preparation of early childhood professionals to support equity, inclusion, children who have experienced trauma, children who are dual language learners, etc.)
- Finding time to do all of this!

Handouts: Division for Early Childhood, 2014; DEC/NAEYC, 2009; NAEYC, 2019a; NAEYC, 2019b



## Help Us Continue the Conversation

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What issues, solutions, and resources can you share related to supporting quality field experiences and building cohesion with mentor teachers?





## Clarifying Expectations of Students and Cooperating Teachers

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- Ensuring that cooperating teachers are aware of the requirements of the field experience
- Helping to develop cohesion between theoretical teachings on campus and practical teachings in the early childhood classroom
- Making sure that students and cooperating teachers have the encouragement and support that they need
- Helping students and cooperating teachers develop the RBPB skills they need to be effective collaborators



# How to Balance the role of Mentor and Evaluator

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# Build cohesion with clear, thoughtful guidance

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Handout: University of Toledo's Student Teaching Handbook

# Practice with Scenarios

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## *Dizzy Doris*

Doris seems very well meaning and interested. The children seem to like her, but you have concerns because she comes in late, leaves early and occasionally forgets to call when she is absent.

Doris is not well organized and is often unprepared for leading activities. She "forgot" to give you advance copies of her lesson and didn't have time to discuss it in advance. She didn't follow your directions and used food in an art activity that was too complex for the children to follow.

1. What are the issues raised in the dilemma?
2. What dispositions are reflected in the dilemma?
3. How would you handle the situation?
4. How can you help the students improve their performance in your setting?

What incentives and supports have helped promote partnerships with cooperating teachers?

Infant-toddler?

Preschool?

K-3?

Handout: Hartigan, 2014





QUESTIONS?  
comments

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## Upcoming SCRIPT-NC Webinars

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### **October 29, 2019, 2:00 – 3:00 PM EST: Designing for One, Designing for All**

*Universal Design for Learning (UDL) is an evidence-based set of ideas and practices that can help early childhood and early childhood special educators to more effectively support the individual learning needs of children. While some faculty members include UDL examples for how to support children with disabilities, this webinar will emphasize how these practices can also support children who are dual language learners, children who are new to a setting, and children who have experienced stress or trauma. Content will include an overview of the components of UDL, share examples of how UDL content could be incorporated in courses or presentations on different topics, and provide resources for learning about or incorporating UDL examples.*

Presenter: Camille Catlett

Register: <https://tinyurl.com/scriptnc-UDL>

*2020 Webinar Series Registration Now Open!! Topics include practice-based assignments, early literacy development for diverse learners, supporting adult learners, and STEM learning for children with and without disabilities. Check out SCRIPT-NC website for more information.*

## Building Cohesion through Partnerships with Cooperating and Mentor Teachers

2019

The early childhood teacher's role as a cooperating/mentor teacher is an important one that is critical to the ability of practicum students to learn how to become an effective teacher of young children. This webinar will address key roles and responsibilities of effective cooperating/mentor teachers, as well as the competencies and supports that cooperating/mentor teachers need to provide effective support to novice teachers. Finally, this course will outline how cooperating/mentor teachers should use NAEYC's Code of Ethical Practice to guide their work with student teachers.

[Building Cohesion webinar handout.docx](#)

[PDI dilemmas.pdf](#)

[Baum article.pdf](#)

[Hartigan Co-teaching.pdf](#)

[Ethics Position Statement2011.pdf](#)

**Resource Type:** Webinar

**NC Community College Core Course:** Early Childhood Capstone Practicum

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### Comments

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Submitted by Chih-Ing (not verified) on September 10, 2019 - 11:39am

What issues, solutions, and resources can you share related to supporting quality field experiences and building cohesion with mentor teachers?

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Subject

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SAVE

PREVIEW

# We Want to Hear from You!

What issues, solutions, and resources can you share related to supporting quality field experiences and building cohesion with mentor teachers?

<https://scriptnc.fpg.unc.edu/building-cohesion-through-partnerships-cooperating-and-mentor-teachers>





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