

Professional Development for Partner Teachers

Elbow partners, small groups, large group presentation

Topics:

Difficult conversations

Assessments- appropriate feedback

Placements are sequenced increasing in responsibility and complexity

Appropriate conversations with and about candidates

Professionalism

Ms. Smith and Ms. Brown are having a conversation about their junior practicum students. Ms. Smith thinks her student lacks initiative and dresses borderline inappropriately. However, she feels a kinship with her as she reminds her of herself in college. When it's time to assess, Ms. Smith tells Ms. Brown she is giving the student the benefit of the doubt by scoring based on what she knows she is capable of doing. Discuss this scenario with an elbow partner exploring what Ms. Smith might have done differently and the role Ms. Brown might have played.

The students are at PE and it's planning time for Ms. Smith and her senior teacher candidate. It is obvious the candidate has been upset all morning. She asks Ms. Smith if they can talk and begins to tell a very personal story that involves her volatile relationship with her boyfriend. Does Ms. Smith continue to be a listening ear? Why or why not? Discuss this among your table.

Recently, Ms. Brown's teacher candidate had an embarrassing moment when she fell in front of the students in class. Since that time some of the children began to tease her. The teacher candidate went along with it trying to be cool. Now several of the children have been treating her with disrespect even as she tries to teach. Ms. Brown has stepped in to correct students while the candidate regains her composure. Work in small groups to role play the situation and how it might best be handled.

A junior practicum student is in her first placement and loves how easy her placement feels. She gets along well with her partner teacher and the students are great. She has heard that some of her fellow cohort members are already leading small groups and helping students one on one. She is grading papers and laminating activities which is fine with her since she is pretty terrified to be in front of the class. Working in a small group, compare and contrast these placements. Talk through what a junior first placement might look like compared to the final student teaching internship. How might those differences be reflected in an assessment completed by a partner teacher?

A teacher candidate is teaching social studies content and misrepresents a historical event. Although the entire lesson is not a bust, the partner teacher is aware that students will walk away with misinformation. How might this situation be addressed? Talk with an elbow partner about the steps the partner teacher might take.

At the end of the school day, Ms. Smith and Mr. Jones and their practicum students have finished a planning meeting and are just chatting. After a student comes back in the room to grab a book and leaves, Mr. Jones turns to Ms. Smith and recounts a story about his behavior that day. He adds that this boy is from a family of trouble makers and is part of the reason he is ready to retire next year. Ms. Smith adds to the discussion saying that parents just don't care anymore- especially his parents who have had marital trouble recently after his mom had an affair. Discuss this scenario and its implications.