



**Georgia Professional
Standards Commission**

Protecting Georgia's Higher Standard of Learning

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Practitioner-Based Mentor-Teacher Candidate Model: Partnership of Educational Leadership and Preservice Teachers through Virtual Classroom Observations

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Introduction

- New challenges in the field of education:
 - Difficulty for Teacher Preparation Providers to effectively supervise and observe preservice teachers in the field.
 - Educational Leadership Candidates are having difficulties fulfilling their required clinical practice, Supervised Field Experience hours (250 hours).
 - Needed adjustments to the conduct of observations and engagement in leadership tasks with the shift to virtual learning with COVID-19.
 - Faculty capacity and time management.
- To combat these challenges researchers proposed a model with the goal of having Educational Leadership Candidates in their preparation program partner with Preservice Teacher Candidates to conduct virtual classroom observations/evaluations to include reflective and authentic feedback in post-conferencing opportunities.



Review of the Literature

- Educational Leadership Preparation Programs are criticized for...
 - Not providing meaningful, authentic internship opportunities for school leader candidates (Levine, 2005).
 - Ineffective and inauthentic practices in preparation programs developed to prepare school leaders (Davis & Darling-Hammond, 2012).
- Preservice teachers need the opportunity to engage in meaningful and constructive conversations during their preparation as this time is when teachers are most likely to be influenced by feedback and reflection (Danielson, 2010).
 - Our preliminary model intends to introduce an “unbiased” observer such as the Educational Leadership Candidate, disrupting the traditional student-teacher-triad (Yee, 1968).
 - Specifically, providing feedback that is potentially not influenced by personal and behavioral factors typically characteristic of one in a supervisory role (King, 2008).

Review of the Literature cont...

Importance of Classroom Observations

- School leaders evaluate teachers by conducting classroom observations, engaging teachers in pre- and post-observation conferencing to examine their classroom teaching and learning practices, and providing feedback in a formal, annual performance evaluation (Zepeda, 2012).
- With many states adopting new, high-stake teacher evaluation policies, increasing expectations for instructional leadership tasks including the evaluation process (Derrington, 2014).
 - Criticism that supervisors frequently use a checklist format rather than reflective and authentic feedback (Sullivan & Glanz, 2005).
 - Limits the value of providing school leadership with professional development to balance the operational and instructional responsibilities (McBrayer et al., 2018).
 - Low-stake performance evaluations have also proven to be effective in promoting the professional growth of educators (Rodriguez et al., 2020).
 - This model can provide support in preparing leaders to conduct effective virtual observations and teachers to garner the feedback needed to be successful in the classroom.

Review of the Literature cont...

Benefits of Classroom Observations

- Standardized and formal classroom observation process support teachers in planning for teaching and learning by providing evidence-based strategies needed to be successful in the profession (Barrogo, 2020).
- The goal of evaluation should be to empower teachers to reflect on their own teaching and identify pedagogical needs (Danielson, 2010).
- Classroom observations are a pertinent element of the educational system to ensure preservice teachers are prepared for their classrooms once employed (Jogan, 2018).
- Preservice teachers can be encouraged by their supervisors/mentors to use research via varied data collection techniques (e.g., surveys, interviews, activity tracking, teaching and learning content repositories) to be more effective educators (Eradze et al., 2019).
- “Formative evaluation can also be beneficial, especially when it reveals the exact nature of teaching difficulties, such as lack of clarity and conciseness. In order to learn and improve, instructors need specific feedback about where they have been successful and where they have fallen short” (Benton, 2018, p. 4).

Review of the Literature cont..

Mentoring

- There is a need to develop a set of standards to establish norms or requirements, that “clearly and comprehensively describe the key elements of quality mentoring and a quality mentor” (Ellis et al., 2020, p. 2).
 - Effective mentoring defined as “long-term, one-on-one dynamic process of role modeling and reflection designed to amass knowledge, skills, and self-confidence for personal development and leadership empowerment” (Hastings and Kane, 2018, p. 18).
 - Levine (2011) suggested key features of professional supervisory communities include promoting collaboration between supervisors and collective responsibility within supervisor-supervisee relationships; promoting joint activity in access to practices associated with supervision and logistical information; ensuring trust, and interpersonal familiarity, and fostering a positive morale.
- Mentor feedback is often considered the most significant part of supervision, thus, preparing mentors for this role is pertinent (Le & Vasquez, 2011).

Review of the Literature cont..

Benefits of Mentoring

- Enhanced psychological health
- Positive attitudes
- Persistence
- Social and academic integration
- Gains in student achievement
- Learning to work collaboratively
- Gaining a better understanding of field-based experiences
- Providing the opportunity to complete research projects



Review of the Literature cont...

Authentic Feedback

- A trusting relationship may be developed through dialog providing clear feedback of progress and areas of continued improvement, transparency in sharing skills and knowledge, examining unaccommodating assumptions, and taking into account unprecedented knowledge and professional opinions of preservice teachers during complex encounters (Levine, 2011).
- Feedback is most effective when delivered immediately (Sweigart et al., 2015)

Benefits of Providing Authentic Feedback

- Improves instructional skills
- Enhances teaching pedagogy
- Development of cognitive/metacognitive skills and integration of knowledge
 - Acceptance of errors as cognitive aspects involved in the learning process
- Enhances active learning and commitment to the tasks-at-hand
- Support and direction on their teaching performance
- Suggestions for refining classroom management
- Increased implementation of evidence-based instructional strategies with fidelity during field placements



Review of the Literature cont...

Virtual Classroom Observations and Conferencing

- Using both synchronous and asynchronous instruction, “administrators and evaluators can observe recorded lessons, providing them greater flexibility on the time and length of the observation. The video can be used to provide feedback specific to their instruction and offers an opportunity for deeper reflection and explicit coaching” (Giffin, 2020, p. 5).
- Benefit of ability to re-watch the recorded lesson which can “help ensure greater accuracy when evaluating the teacher’s performance” (Giffin, 2020, p. 5).
- Leadership candidates do not need to leave their school of employment to conduct classroom observations and provide mentoring support (Lewis & Jones, 2019)
 - As face to face support has potential barriers (e.g., difficult to schedule, requires travel, takes time away from classroom responsibilities/leadership duties).
- Benefit for teachers learning new online strategies through online coaching/mentoring (Atkins & Danley, 2020).



Purpose

- The purpose of this research is to propose a model for Educational Leadership and Teacher Preparation Programs via a “Practitioner-Based Mentor-Teacher Candidate Model”, which benefits both the aspiring school leader as the evaluator (Practitioner-Based Mentor, Educational Leadership Candidate) and the Preservice teacher (Teacher Candidate) as the recipient of the feedback.

Research Question

- How can faculty engaging in the preparation of Educational Leadership Candidates and Preservice Teacher Candidates partner to develop a Practitioner-Based Mentor-Teacher Candidate Model that utilizes reflective and authentic feedback via virtual classroom observations/evaluations and post-conferencing?



Methodology

Preliminary Activity

- Through faculty courses- partner Educational Leadership Candidates with Preservice Teacher Candidates to conduct a virtual classroom observation including virtual post-conferencing for authentic and reflective feedback.

Setting and Participants

- Large institution of higher education in the southeastern United States
- Connect two preparation programs, Master's of Education in Educational Leadership P-12 (M.Ed. EDLD P-12) and Bachelor's of Arts in Secondary Education, Grades 6-12 (B.Sed.), to implement a model as a voluntary course activity for Educational Leadership Candidates to attain their required Supervised Field Experience hours by conducting online classroom observations/evaluations of the Preservice Teacher Candidate.
- Participants engaging in this model will be selected on a voluntary basis.
- Participants will engage in five hours of virtual training prior to the observations/conferences.

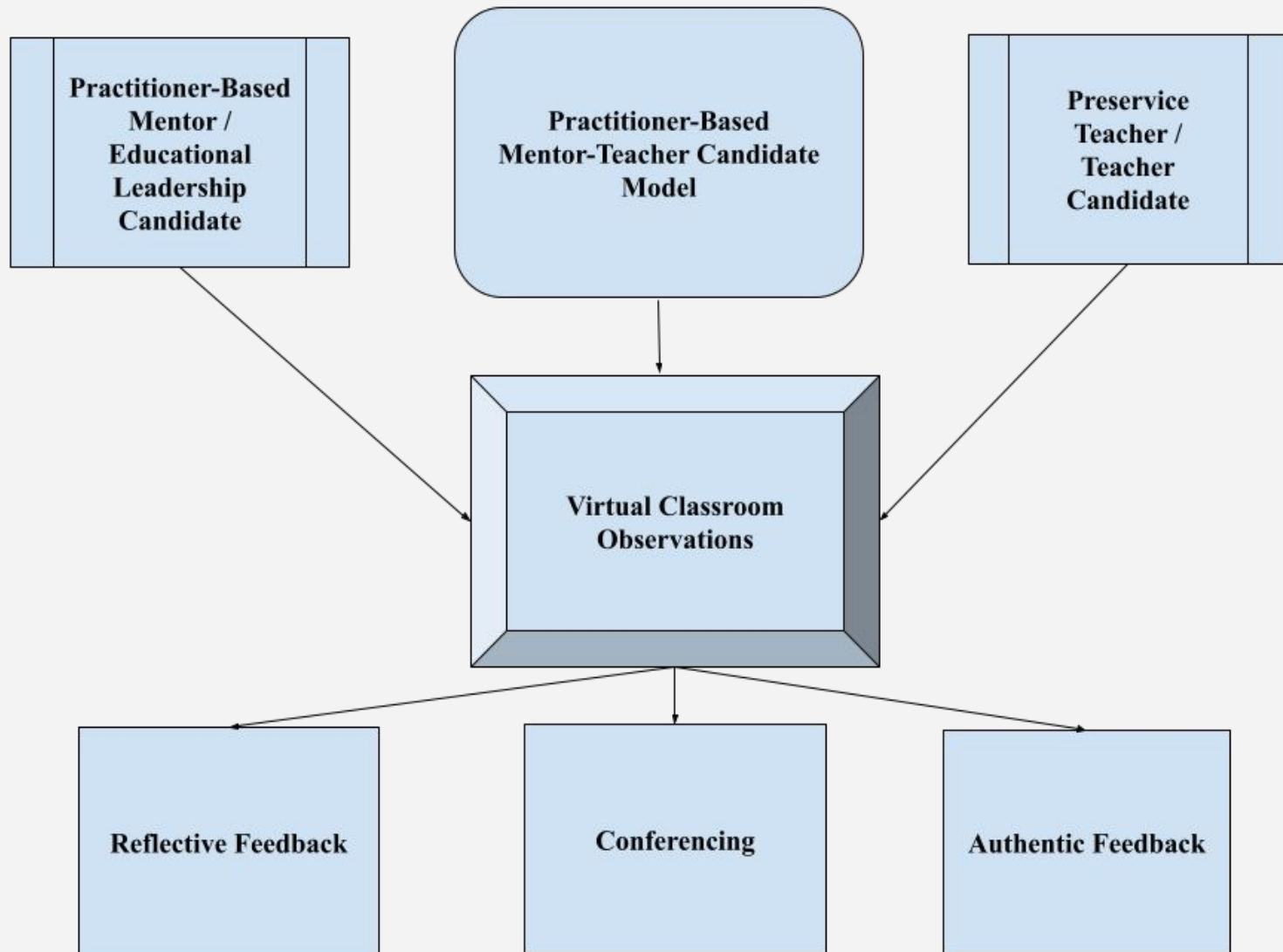


Methodology contd.

Plan

- Model we are proposing is to be implemented and examined in the fall semester yearly.
- Preservice Teacher Candidates are expected to take part in teaching four lessons to their students under the direction of the classroom-cooperating teacher.
 - Two of these lessons will be observed by the University Faculty Supervisor visiting the on-site classroom.
 - The two other lessons will be recorded by the Preservice Teacher Candidate, and these recorded lessons will be shared with the University Faculty Supervisor (one of the researchers), the Educational Leadership Preparation Program Director (a second researcher), and the Educational Leadership Candidate (serving as the Practitioner-Based Mentor).

Practitioner-Based Mentor-Teacher Candidate Model



Discussion

- A successful pairing of these student groups has the potential to create a powerful collaborative via a pedagogical approach in which the teacher candidates are engaged with future school leaders who they collaborate with as mentors.
- The cultivation of the pre-service relationship between these two pre-professional groups can allow for a productive mentor relationship related to observation, but may also have other potential impact on the co-preparation of these groups.
- Through a collaborative model, leadership candidates will not only be providing important contributions to the preservice teacher, but also students in the classroom will benefit from the knowledge and social support of these emerging professionals (Korth & Baum, 2011).

Implications for Practice

- Practitioners may use this conceptualized Practitioner-Based Mentor-Teacher Candidate Model as a tool for bringing a process to conduct classroom observations/evaluations that is more conducive to providing candidates authentic and reflective feedback in an effort to address the capacity and challenges University faculty working in these programs are faced with as we prepare both aspiring school leaders and teachers.
- Further, this model addresses a key component of online-oriented observations and feedback that take place virtually which provides greater accuracy in evaluating the teacher's performance which has been suggested to invoke higher self-efficacy of preservice teachers and provide opportunities for teachers to develop their mentorship skills through online platforms (Anderson, 2020).

Recommendations for Future Research

- Develop a study to apply this new model in our current Educational Leadership and Teacher Preparation Programs to determine the outcomes of the Practitioner-Based Mentor-Teacher Candidate Model in the fall semester.
 - The researchers' goal is to implement the model and record the conferencing between the Educational Leadership Candidate as the practitioner-based mentor and the mentee.
 - Next, we could determine evidence-based strategies that were discussed as well as challenges faced, which could be the basis for the development of an interview protocol we could utilize within focus groups to better understand the impact of the model and process contained within.



Break Out Rooms (15 minutes)

What do you perceive may be the benefits of this model?



What do you perceive may be challenges with this model?





**We want
YOUR
Feedback**

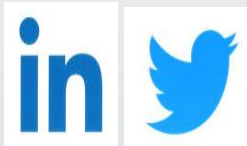


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ANY
QUESTIONS
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