Teaching About Teaching

Cooperating teacher provides a rationale for planning and preparation, classroom environment, and instruction (metacognitive skills).

Key Method

The cooperating teacher provides justification for planning and preparation, classroom environment, and instruction choices based on their skills and knowledge around teaching strategies and best practice.

Method Components

Cooperating teachers are aware of the metacognitive behaviors they employ while teaching. Metacognition is a reflective activity of your own thinking process and is the thinking that allows you to monitor and manage your learning. When reflecting, cooperating teachers draw on their knowledge and awareness of their teaching in several ways. Cooperating teachers begin to plan the work, manage the progress of the work, and evaluate the work. Often interns/student teachers who observe experienced teachers state that "the more skillful the teaching, the easier everything looks, and the more difficult it is to understand how success is achieved" (Brown, 1994). Cooperating teachers should be aware of their "craft knowledge" and articulate the "cognitive awareness" occurring in their mind to their intern/student teacher. Researchers define craft knowledge as the "practical knowledge" based on experience and obtained over sufficient time and space in which to consider successes and mistakes. In addition, Carter discusses craft knowledge as encompassing three domains of knowledge of practice "owned" by the mentor and developed through experience and practice in the system. These are the areas of "personal practical knowledge," "classroom knowledge," and "pedagogical content knowledge."

Charlotte Danielson's Framework for Teaching

This framework provides the components for how a cooperating teacher can articulate their "craft knowledge."

Domain 1: Planning and Preparation. The components in Domain 1 outline how a teacher organizes the content of what students are expected to learn, in other words, how the teacher designs instruction. These include demonstrating knowledge of content and pedagogy, demonstrating knowledge of the students, selecting instructional goals, demonstrating knowledge of resources, designing coherent instruction, and assessing student learning.

Domain 2: The Classroom Environment. The components in Domain 2 consist of the interactions that occur in a classroom that are noninstructional. These consist of creating an environment of respect and rapport among the students and with the teacher, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing the physical space.

Domain 3: Instruction. The components in Domain 3 constitute the core of teaching—the engagement of students in learning content. These include communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.

Supporting Research

Brown, A. (2009). Teacher Interns, Metacognition, and Identity Formation. Paper presented at the Annual Conference of the Australian Teacher Education Association (ATEA), Albury, Australia. Retrieved from
https://eric.ed.gov/?id=ED524473

Danielson, Charlotte. (1996). Enhancing Professional Practice: A Framework for Teaching (pp. 3–4). Association for Supervision and Curriculum Development.
http://bit.ly/2pDja3W

Hacker, D. J., Dunlosky, J., & Graesser, A. C. (Eds.) (2009). Handbook of Metacognition in Education. New York: Routledge.

Applications of Andragogy in Multi-Disciplined Teaching and Learning
http://files.eric.ed.gov/fulltext/EJ930244.pdf

Resources

Teaching Strategies
http://pedagogy.merlot.org/TeachingStrategies.html

From Charlotte Danielson, "Enhancing Professional Practice: A Framework for Teaching," Association for Supervision and Curriculum Development, 1996, pp.3-4
http://bit.ly/2pDja3W

Brief Intro to Metacognition
https://www.youtube.com/watch?v=mVE21QhY-lI
A cooperating teacher demonstrates their ability to reflect and "think about thinking" demonstrates to pre-service teacher candidates how and why they teach the way in which they do; this.

Six Principals of Adult Learning
https://brucedwatson.wordpress.com/2015/05/05/adult-learning-theory-and-the-six-principles-of-adult-learning/

Submission Guidelines & Evaluation Criteria

To demonstrate competence, complete all three parts.

1. Overview Questions
2. Work Examples/Artifacts/Evidence
3. Reflection

Each section provides a description and success criteria. To earn the micro-credential, each artifact must receive a "Proficient" or "Pass" evaluation.

Part 1. Overview Questions

300 - 600 word limit

Please respond to the following questions:

Were there areas of your practices that were easier to articulate than others?

What did you learn from your experiences of articulating all of your teaching decisions?

What can a teacher candidate learn from your ability to articulate all of your teaching decisions?

- **Passing:** Response completely answers each of the three questions using some or all of the six principles of adult learning. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following items:

Artifact 1 -Three videos of 8-10 minutes each recording a lesson that showcases each of the three domains in Charlotte Danielson's *Framework for Teaching.* Be sure that camera focuses on the teacher and does not show student's faces.

Artifact 2 -Three 400-600-word analysis that highlights each of three of the domains in Charlotte Danielson's *Framework for Teaching* displayed throughout the three videos of the lesson and justifications for all decisions made. Include time markers when referencing the videos.

Example:

02:17: *Think-Pair Share—This strategy was used in order to engage all students in the thinking process involved with solving the math problem. I specifically gave students 5 to 10 seconds of private thinking time, and then allowed them to verbally rehearse their math strategy with a partner before asking them to share with the entire group.*
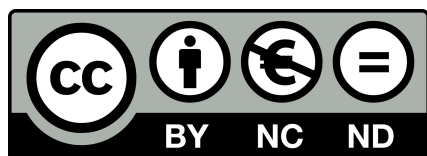
.	Proficient	Basic	Developing
Planning and Preparation	The cooperating teacher articulates teaching practices related to planning and preparation AND Provides rationale for all planning and preparation decision	The cooperating teacher articulates teaching practices related to planning and preparation, but does not provide rationale for all planning and preparation decisions	The cooperating teacher does not fully articulate teaching practices from video.
Classroom Environment	The cooperating teacher articulates teaching practices related to classroom environment, AND Provides rationale for all classroom environment decisions	The cooperating teacher articulates teaching practices related to classroom environment, but does not provide rationale for all classroom environment decisions	The cooperating teacher does not fully articulate teaching practices related to classroom environment from video.
Instruction	The cooperating teacher articulates teaching practices AND Provides rationale for all instructional decision	The cooperating teacher articulates teaching practices related to instruction, but does not provide rationale for all instructional decisions	The cooperating teacher does not fully articulate teaching practices from video.

Part 3. Reflection

300 - 500 word limit

Provide a reflection on what you learned using the following guiding questions.

How will this learning impact you in the role of a cooperating teacher?

What specific actions will you now take to serve in this role?

- ■ **Passing:** Reflection is complete, organized, and easy to understand. Answer includes specific examples and next steps that relate to the three domains from Charlotte Danielson's Framework for Teaching.