Today's Students...Tomorrow's Teachers

By: Phoenix College Future Teacher Association
Today's Students...Tomorrow's Teachers

- Finding willing and quality mentor teachers for pre-service teachers is becoming more and more difficult. Phoenix College would like to demonstrate ways to enhance school partnerships and increase the quality of practicum experiences that guarantee alignment with EDU course competencies while keeping critical STEM content in mind.
SESSION OBJECTIVES

• to demonstrate ways to increase the quality of practicum experiences
• to demonstrate ways to enhance school partnerships
• To showcase partnership with Phoenix College STEM program
ISSUES IN EDUCATION

• Identify 2-3 issues facing Teacher Preparation programs today.

• Identify 2-3 issues facing the teaching of STEM content in K-12.
• How many of you have to complete practicum/observation hours in EDU courses?

• What are some of the barriers that you face in completing the hours?
  – Discuss from your role in EDU. Student? Administrator? Faculty?
FIELD EXPERIENCE BARRIERS

- Finding meaningful field experiences
- Low number of quality mentors willing to participate
# Field Experience for EDU 220

<table>
<thead>
<tr>
<th>Historically</th>
<th>Today</th>
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<tbody>
<tr>
<td>• Required course for SEI Endorsement</td>
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<td>• 15 hours required practicum outside of class</td>
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<td>• Students placed individually in ELL Mentor teacher classroom</td>
<td>• Focus is teaching strategies and lesson planning for ELL</td>
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<td>• Students complete hours as a group in one site</td>
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<td>EDU 220</td>
<td>Elementary School Partner</td>
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<tr>
<td>Instructor explicitly teaches ELL strategies</td>
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<td>Instructor models effective lesson planning and delivery on a science</td>
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<td><strong>Pre-service teachers are paired up and given the option to choose a science standard that they would like to teach (grade level is predetermined).</strong></td>
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<td>Pre-service teachers work together to design the lesson under the support and guidance of the EDU 220 instructor. Lessons are approved by the instructor before implementation/delivery.</td>
<td>One or two classrooms are needed based on the number of pre-service teachers and elementary school class sizes. Mentor teacher creates small groups so that each pre-service pair is working with 4 to 5 students at one time.</td>
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<td>Pre-service teachers implement the lessons to their perspective group as EDU 220 instructor records lessons.</td>
<td>Students learn science concepts in an interactive and engaging way.</td>
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<td>Students view the recorded lessons, reflect on the experience and make necessary changes in order to implement the lesson with another group of students.</td>
<td>The same process occurs, however a new classroom with a new group of students is used.</td>
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I already know: The Earth has four seasons.
Did we meet our objectives?

• to demonstrate ways to increase the quality of practicum experiences

• YES!

• Learned content- delivered lesson – reflection - redelivery

• Q&A

• Suggestions?

• to demonstrate ways to enhance school partnerships

• YES!

• showing that we have experience.

• Q&A

• Suggestions?
STEM
To showcase partnership with Phoenix College STEM program
Issues in STEM

- Teachers are apprehensive in teaching science and math
  - Insecure with content
- Technology outdated quickly
  - Learning curve
  - Adding to classes
What could we do to make our teachers more confident in the teaching of STEM content?

- Partnering with stem scholars to do presentations and make content comprehensible
A Look at our Universe

The Amazing Human Body

Engineering the Future

EVERYDAY CHEMISTRY
EVERYDAY CHEMISTRY
The Amazing Human Body
Engineering the Future
A Look at our Universe
Did we meet our objective?

- To showcase partnership with Phoenix College STEM program

- YES!
IN THE FUTURE

What steps are we going to take?
THANK YOU VERY MUCH!