

Think Win-Win

The Power of Partnerships



Dr. Susan Hladky - Director of Field Experience, Missouri Baptist University
Dr. Amy Zielinski - Director of Professional Development, Fox C6 School District

What is your goal for EPP/PK-12 Partnerships?

With a shoulder partner, discuss your goals for EPP/PK-12 partnerships. Be prepared to share your thoughts with the group.

How Did We Begin?

- University proposal - mutually beneficial to the district and university
 - Supported student achievement in the classroom
 - Supported district efforts to ensure that every classroom has an effective teacher
 - Supported university efforts to enhance the field experiences of pre-service teachers
 - Collaborative professional development
- Collaborative discussion - District Level
 - Director of Field Experience
 - Dean of Education
 - District and Building level administrators
- Collaborative discussion - Building level
 - Teacher Leaders (Grade level and department)
 - Principals
- Three elementary schools - elementary/early childhood majors

Yearlong Experience for Spartan Students

Semester One (Teaching Field II Experience)

- Student interns spend two days per week in partner school.
- Classroom teachers being observed take the lead in planning and delivering instruction.
- Student interns support teachers in carrying out planned lessons and working with individual or small groups of students.
- Classroom teachers serve as guide.
- Student interns are tutors for children and serve as support personnel for classroom teachers.
- Student interns plan and implement a minimum of two lessons.
- Student interns may substitute in the district/building on the other three days of the week.

Yearlong Experience for Spartan Students

Semester Two (Student Teaching)

- Student intern spends five days a week in the partner school under the guidance of one mentor teacher.
- During the initial phase of student teaching, the student intern is gaining critical insight into the mentor teacher's personal practical knowledge of his/her profession. This is accomplished by engaging in dialogue and observation targeted at understanding why the mentor teacher teaches in certain ways, uses particular strategies, or sequences lessons in specific ways.
- The student intern and the mentor teacher will co-plan and co-teach.
- As the student teaching experience continues, the student intern will take the lead in planning instruction.
- The mentor teacher will support the student intern and will also work with individual or small groups of children within the room.

Where are We Now?

Five School Districts/ 8 schools:

- Castlio Elementary - Francis Howell School District
- Clyde Hamrick Elementary - Fox School District
- Lincoln Elementary - Troy School District
- Tillman Elementary - Kirkwood School District
- Nipher Middle School - Kirkwood School District
- Ridgewood Middle School - Fox School District
- Kirkwood High School - Kirkwood School District
- Valley Park Elementary - Valley Park School District

Options for elementary/early childhood, middle school, and high school education majors.

Currently exploring options for K-12 education majors in Special Education, Physical Education, and Music

The Partnership - Purpose and Goals

The collaborative work of Missouri Baptist University and The Fox School District is organized based on four growth-oriented goals that reach across all participants in the partnership.

1. Enhance the educational experiences of all children in the school setting.
2. Ensure high quality induction into the profession for MBU students.
3. Engage in furthering the professional growth of school- and university-based teachers and teacher educators.
4. Prepare the next generation of teacher educators (MBU alumni) who will go on to create, sustain, and renew school university partnerships that are committed to excellence in teacher preparation and professional development through inquiry.

Each school district has a personalized Memorandum of Understanding outlining specifics of the partnership.

Shared Interests

- Availability of high quality applicants
- Incentives for district teachers and university professors to engage in professional development and ongoing education
- Teachers who are ready to teach Day One
- District level professional development for pre-service teachers
- EPP coursework that aligns with classroom teacher expectations - technology, curriculum, instruction, and assessment
- Substitute teachers (experience for the pre-service teachers and quality substitutes for the district)

Collaboration

- PEP- Professional Elective Program
 - Allows teachers to earn 3 graduate credits for courses that are aligned with district initiatives
 - Courses taught by district employees (central office and specialists) who work with the university supervisor to create a syllabus that is acceptable to both parties
- District PD
 - Invite student teachers to attend all PD offered within the district, especially new teacher professional development
 - Invite university professors to attend district PD to stay abreast of current initiatives
- Teacher Education Council
- Student Teacher Orientation
 - Provide an overview of expectations for the district
- Beginning Teacher Assistance Program (BTAP)
 - Provide in-house PD aligned with district initiatives, with the support of Missouri Baptist
 - All new teachers will earn their BTAP for their certification through the partnership

What MBU Student Michelle Knobeloch Has to Say

- I experienced a variety of teaching and classroom management styles.
- I became familiar with school expectations and procedures along with getting familiar with school staff in all areas.
- I had the opportunity to substitute for even more experience in the classroom before student teaching - familiarity with the students helped develop relationships that grew during student teaching.
- The transition to student teaching was very smooth because I knew Mrs. Guzman's routines and expectations.
- My cooperating teacher treated me, and still does, as another teacher in the classroom and encouraged full participation from the first day of observation in the spring.
- I was able to jump right in day one because of the familiarity with the classroom and school, no time had to be taken for just observing and getting to know the routines, students and teacher.
- After observing a variety of teachers the opportunity to give input on where I would fit best for the second semester was great.

“I have just learned so much and even though at first making the drive to Clyde Hamrick was not something I really wanted to do, I am so glad I did. As someone who can be very reserved and quiet being here for the full year has helped me adjust and feel like a part of the family”

Clyde Hamrick Elementary

Partnership in Action



MBU Student, Michelle Knobeloch and Third Grade Teacher, Michelle Guzman co-teaching a lesson.





Dr. Susan Hladky
Director of Field Experiences
Missouri Baptist University
Susan.Hladky@mobap.edu
(314) 485-8469

Dr. Amy Zielinski
Director of Professional Development
Fox C-6 School District
zielinskia@fox.k12.mo.us
(636) 296-8000