



Single Subject Student Teaching Model for Partnership Schools

Program Description: The Single Subject Student Teaching Model for Partnership Schools has emerged from the implementation and evaluation of the Highly Qualified Student Teaching (HQST) Partnership between Fresno Pacific University and Fresno Unified School District (August 2009 - June 2012). The HQST model was designed to prepare candidates to teach in low-performing, high-poverty schools. HQST strategically placed student teachers within subject matter departments at schools that were recognized for their (1) organized, collegial Professional Learning Communities, (2) evidence of increasing student achievement, (3) well-respected leadership, and (4) teachers who exhibit strong self-efficacy. During the 2012-2013 school year, Fresno Pacific University proposed to use the knowledge and experience gained from three years of HQST’s emergent design to extend an adaptation of the model to multiple Partnership districts and schools. The distinctive features of the current model include:

1. **Year-long placements:** Candidates are placed with one cooperating teacher for the duration of the school year. Completion of both initial and final student teaching at the same school site allows for full participation in the school community and facilitates the development of relationships between cooperating teachers, student teachers, university supervisors, and students.
2. **Cohort model:** Candidates are grouped within departments at the school site that are recognized for their effective teaching practice and collaboration.
3. **Dual Placements:** Whenever possible, two Fresno Pacific candidates are placed with one cooperating teacher. Dual placements increase the opportunities for collaboration and facilitate the use of co-teaching strategies.
3. **PLC meetings:** Fresno Pacific faculty organizes and leads PLC meetings attended by cooperating teachers, student teachers, and university supervisors. Reflective coaching, co-teaching strategies, and instructional rounds were focus topics of the 2011-2012 PLC meetings.
4. **Junior High intersession:** Program evaluation findings from the first 3 years of the project indicated that single subject candidates needed greater exposure to middle school students. Thus, Fresno Pacific faculty and school district administration will work collaboratively during the 2012-13 year to plan a 2-3 week junior high placement for student teachers. This new feature of the model will provide student teachers with a more diverse field experience.

Participants:

	2009-2010	2010-2011	2011-2012	2012-2013
Candidates	7	13	11	16
Cooperating Teachers	4	9	8	10
School Sites	1	2	2	3
Faculty & Supervisors	5	8	6	7

Culturally Responsive Pedagogy: Placements in highly diverse secondary schools provokes student teachers to develop culturally responsive pedagogies. The model requires that secondary candidates become fully immersed in the school and school community. Student teachers become a vital member of the school community. The model provides a cultural context for teacher preparation.

Partnership School Demographics:

	Fresno High School / FUSD	Roosevelt High School/ FUSD	Central East High School/ CUSD	
Location	urban	urban	urban	
Enrollment	2,575	2,334	3,990	
Free and Reduced Lunch	83%	88%	56%	
Ethnicities (>1% of student pop.)	Hispanic 67% White 13% Black 10% Asian 8% American Indian 1%	Hispanic 78% White 5% Black 4% Asian 13%	Hispanic 47% White 22% Black 11% Asian 16%	American Indian 1% Filipino 2% Two or more races 1% None reported 1%
EL population	16%	28%	9%	
Languages	Spanish, Hmong, Mixteco, Khmer, Arabic	Spanish, Hmong, Khmer, Arabic	Spanish, Hmong, Punjabi, Arabic, Cantonese	

Source: www.ed-data.k12.ca.us

Special costs: The HQST model was supported by the FUSD through Quality Educational Investment Act (QEIA) funds. There are currently not special costs for the model.

Connection to Induction: Year-long student teaching placements allow for a consistent supervision and assessment system. A single assessment tool is used at four points during the year to measure student teacher progress towards program standards. Cooperating teachers and university supervisors use reflective coaching strategies to assist the student teacher in the development of a reflective teaching practice. In addition, student teachers have increased opportunities to plan, implement, and reflect on instruction. Student teachers participate in departmental PLCs and develop a peer support network within their cohorts.

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