Summer School Program – 2014
STEP & Sunnyvale School District

Summary Report – Elementary

PRESENTED BY: RUTH ANN COSTANZO, IRA LIT, DEY ROSE

The fifth year of the STEP/ Sunnyvale School District summer program of 2014 held at Bishop Elementary School in Sunnyvale was a successful partnership. The planning for the summer school began in January of 2014. The district administrative team and the STEP summer team reviewed the successes of the previous summer and enhanced the 2014 program. STEP and Sunnyvale co-interviewed summer school teachers and selected fourteen teachers committed to teaching students as well as mentoring STEP’s beginning teachers. In addition, the curriculum for summer continued to be enhanced with an oral language component and an emphasis on Mathematics. The summer school principal Claudia Olaciregui and STEP Clinical Associate Dey Rose provided the teachers with oral language development and mathematics problem solving strategies prior to the start of summer school. This mutual collaboration and professional development continued throughout summer school and was an excellent model for the STEP teacher candidates to learn about how a district and university work together to support student learning.

Goals for the STEP/Sunnyvale District Summer Program - Elementary

About 372 students entering grades 1-5, 14 cooperating teachers, and 23 STEP teacher candidates participated in the joint STEP-Sunnyvale summer program.

The goals for the elementary school students were: to develop students’ confidence in themselves as learners; to improve literacy and numeracy skill; to strengthen problem solving and critical thinking skills; to provide opportunity for students to experience a variety of instructional strategies; to provide multiple opportunities for students to read (literature, poems, plays) write, speak, sing, dance and solve problems.

The goals for the STEP teacher candidates were: to observe ways to develop classroom community; to get to know and to work closely with elementary school students and teachers; to collaborate with experienced teachers and begin learning how to address the California Standards for the Teaching Profession; to document and assess students’ growth and development in literacy and numeracy.

Structure of the Summer School

The Sunnyvale/STEP Summer School at Bishop Elementary School was organized into two blocks:

1. A concentrated focus on literacy development, including oral language for second language learners
2. A concentrated focus on numeracy development

The focus of the summer program was to foster a love of learning by developing students’ confidence in them as learners. Students strengthened their problem solving and critical thinking skills through a focused
curriculum in literacy, math, oral language development and performing arts. The summer program began classes on Monday, June 30th and concluded on Friday, July 25th. Classes met Monday – Friday from 8:00am – 12:15 pm. STEP teacher candidates planned before school from 7:45-8:00 am on Thursday afternoons from 12:30-2:00 with their cooperating teachers.

All Bishop Students had two large blocks of class time each day focusing on literacy, numeracy and oral language development. Two STEP candidates were assigned to a teacher for both blocks. The STEP candidates were expected to help with supervisory duties during snack/break time from 10:00 to 10:30 am. Specific duties were assigned by Claudia Olaciregui, Principal, at Bishop Elementary School. The time schedule for the summer program is provided below:

- 7:45am Arrival of teachers
- 7:45 - 8:00am Prep Time/Yard Duty
- 8:00 - 10:00am Block A
- 10:00 - 10:30am Brunch
- 10:30 - 12:15pm Block B

In summer school, the partnership strategized to place two STEP candidates to a given class with one Cooperating Teacher. Part of the configuration resulted in three classes where there was one teacher candidate placed. Daily experiences in the classroom, debriefs and Thursday planning sessions provided many of the STEP students with their first experiences as teachers.

**Role of the STEP Teacher Candidates during Summer School**

During the summer program teacher candidates contributed to student growth and development by:

- working intensively with individuals and small groups of students.
- focusing on literacy, math, and oral language strategies.
- getting to know their students as individuals.
- supporting the cooperating teacher in planning, implementing, and assessing learning.
- reflecting together with the cooperating teacher.

In addition, there were opportunities for the STEP students to observe or visit other special classrooms or programs during summer school. STEP candidates were pre-assigned classrooms to visit during the first two weeks of summer school. This provided the teachers advance notice of the observations and balanced the number of teacher candidates visiting classrooms.

The STEP students also had an opportunity to learn about the district literacy assessment from their cooperating teacher, district literacy specialists, as well as, from their university literacy professor. This enabled the STEP students to enhance their support to the classroom teacher during the assessment process.

**Role of the Cooperating Teachers during Summer School**

Cooperating teachers supported the growth and development of teacher candidates by:

- Made their thinking visible. Many included the teacher candidates in daily conversations about goals for students, lesson plans & activities, and debrief to assess how the class was progressing.
- Provided timely and specific feedback to the teacher candidates.
- Included the teacher candidates on several mornings as weekly plans and goals were discussed and crafted.
- Modeled effective teaching strategies and positive interactions with students.
• Examined student work together and working as a team in providing oral and written feedback to the students.

The STEP Director of Clinical Work, Ruth Ann Costanzo, and the summer school clinical associates, Dey Rose, Laura Hill-Bonnet, and Judy Hicks Paulick met with the cooperating teachers four times during the four week program to debrief their experience, support the cooperating teachers in providing graduated responsibilities to the STEP students, provide mentoring support, as well as, for the cooperating teachers to provide STEP with feedback about the STEP teacher candidates and the program. In addition, the STEP staff checked in weekly with the principal, Claudia Olaciregui who also attended the Cooperating Teachers meetings. Dey, Laura and Judy were also on campus during the week to help support both the teacher candidates and cooperating teachers.

Assessment of the STEP Teacher Candidates and the Summer Program

STEP teacher candidates benefited from frequent feedback on their performances. Cooperating teachers, STEP staff and peers observed interactions in the classrooms and debriefed with STEP teacher candidates on a routine basis. At the end of summer school, cooperating teachers were asked to complete an Assessment of Field Placement Experience and Participation for each student teacher (Appendix B). This assessment served as documentation for student teachers’ clinical placement for the summer quarter and was organized around the California Standards for the Teaching Profession. It emphasizes conceptions of teaching and learning that underlie the pedagogical stance of STEP. Teacher Candidates also filled out a self-assessment using the same document. In addition to the self-assessment, the candidates were asked to provide feedback about their perception of the summer school experience (Appendix A). Both Cooperating Teacher and Teacher Candidate feedback are included in the appendices.

Summary of the STEP 2014 Teacher Candidate and Cooperating Teacher Exit Surveys:

87% of the STEP candidates said they got to observe ways to develop classroom community either very well (4) or extremely well (5) on a scale of 1-5. 100% said they got to work closely with elementary students and teachers, 86% were able to build connection between theory and practice and 83% said they had an opportunity to collaborate with experienced teachers. When asked to what extent they had contributed to student academic growth and development by working with individuals and small groups of students, 83% said they did and 83% felt they had an opportunity to contribute to student social/interpersonal growth.

Recommendations for the Summer School Program 2015:

1. Explore implementing project based learning units
2. Revisit assessment tools for students.
3. Rethink the structure of summer school observations.
4. Continue to identify ways to make the planning time more effective
5. Continue the weekly cooperating teacher mentoring meetings to better support the teacher candidates and cooperating teachers understanding of graduated responsibility in summer school.

The partnership between STEP and the Sunnyvale School District continues to be an excellent model of collaboration between a district and university. We are grateful for the commitment and support of the administration, the teachers and staff. Dey Rose, the STEP coordinator of the STEP elementary summer school and clinical associates Laura Hill-Bonnet and Judy Hicks Paulick supported the teacher candidates, cooperating teachers as well as the principal whenever an issue arose. Weekly debrief meetings with the principal helped the program run smoothly. The leadership of Mala Ahuja and Claudia Olaciregui during the planning and implementation of the summer school program was outstanding.

We look forward to Summer 2015!
## APPENDIX A – TEACHER CANDIDATE SUMMER SCHOOL
### SURVEY & FEEDBACK

1. To what extent were you able to meet the goals for the Sunnyvale/STEP Summer School experience?

<table>
<thead>
<tr>
<th>Question</th>
<th>1 - Not at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 - Extremely well</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>To observe ways to develop classroom community</td>
<td>0.00%</td>
<td>4.35%</td>
<td>8.70%</td>
<td>52.17%</td>
<td>34.78%</td>
<td>23</td>
<td>4.17</td>
</tr>
<tr>
<td>To get to know and to work closely with elementary school students and teachers</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>26.09%</td>
<td>73.91%</td>
<td>23</td>
<td>4.74</td>
</tr>
<tr>
<td>To collaborate with experienced teachers</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>52.17%</td>
<td>47.83%</td>
<td>23</td>
<td>4.48</td>
</tr>
<tr>
<td>To build connections between theory and practice and/or make connections between coursework and field placements</td>
<td>0.00%</td>
<td>0.00%</td>
<td>17.39%</td>
<td>52.17%</td>
<td>30.43%</td>
<td>23</td>
<td>4.13</td>
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</tbody>
</table>

2. Another goal of the Sunnyvale/STEP Summer School experience was to give you the opportunity to observe teaching and learning in classrooms other than your own.

<table>
<thead>
<tr>
<th>Question</th>
<th>1 - Not at all useful</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 - Extremely useful</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>How useful were these observations?</td>
<td>0.00%</td>
<td>4.35%</td>
<td>34.78%</td>
<td>21.74%</td>
<td>39.13%</td>
<td>23</td>
<td>3.96</td>
</tr>
</tbody>
</table>
3. To what extent did you have the opportunity to contribute to the following by working with individuals and small groups of students:

<table>
<thead>
<tr>
<th>Question</th>
<th>1 - Not at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 - To a large extent</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>student academic growth and development?</td>
<td>0.00%</td>
<td>4.35%</td>
<td>13.04%</td>
<td>60.87%</td>
<td>21.74%</td>
<td>23</td>
<td>4.00</td>
</tr>
<tr>
<td>student social/interpersonal growth and development?</td>
<td>0.00%</td>
<td>8.70%</td>
<td>8.70%</td>
<td>52.17%</td>
<td>30.43%</td>
<td>23</td>
<td>4.04</td>
</tr>
</tbody>
</table>

4. To what extent did you have the opportunity to contribute to student growth and development by supporting the cooperating teacher in:

<table>
<thead>
<tr>
<th>Question</th>
<th>1 - Not at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 - To a large extent</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>planning lessons?</td>
<td>0.00%</td>
<td>17.39%</td>
<td>43.48%</td>
<td>30.43%</td>
<td>8.70%</td>
<td>23</td>
<td>3.30</td>
</tr>
<tr>
<td>implementing lessons?</td>
<td>0.00%</td>
<td>4.35%</td>
<td>26.09%</td>
<td>43.48%</td>
<td>26.09%</td>
<td>23</td>
<td>3.91</td>
</tr>
<tr>
<td>assessing learning?</td>
<td>0.00%</td>
<td>8.70%</td>
<td>21.74%</td>
<td>43.48%</td>
<td>26.09%</td>
<td>23</td>
<td>3.87</td>
</tr>
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</table>

5. To what extent did you have the opportunity to contribute to student growth and development by reflecting with members of your teaching team?

<table>
<thead>
<tr>
<th>Question</th>
<th>1 - Not at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 - To a large extent</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Not at all</td>
<td>0.00%</td>
<td></td>
<td>13.04%</td>
<td>60.87%</td>
<td>26.09%</td>
<td>23</td>
<td>4.13</td>
</tr>
</tbody>
</table>
Teacher Candidate Highlights of the Sunnyvale/STEP Summer School

- My CT was extraordinarily supportive. She helped involve us in valuable activities from the very beginning and gave fantastic feedback.
- Great introduction into working with students in a classroom setting, many opportunities to get involved in multiple areas (whole class, small-group, PE, etc.). Really liked running small reading groups on my own and also planning, teaching, and filming the projects for Math I and BLIS.
- I loved getting to work closely with my CT and be a part of the teaching process from beginning to end.
- Loved my CT!
- Working with the kids, of course! I also valued the opportunity to work independently with a student because I had a lot of freedom to work directly with students and learn from my CT. It was interesting being placed with a teacher that had never taught that grade level before, because she was able to make her planning and thinking so transparent since she was figuring it out on the job.
- Some of the highlights were getting to feel comfortable working with students in a large classroom setting. I got to read alouds, two math lessons, and three word studies. I also enjoyed getting to know my students and I grew pretty attached to them in just four weeks. I liked to hear about their feelings about math or the fun they had during the weekend. It was awesome getting to see their art work and the thank-you cards they made for me at the end.
- I fell in love with my class and absolutely loved the chance to get to know this specific group of upcoming second graders.
- I got to lead many different kinds of whole class activities that I had never done in a classroom before. I taught PE, did dot talks, and read alouds. I even did a read aloud for the entire first grade!
- I loved having hands on experience with the students, and having a chance to apply what we were learning to our activities in class. I also loved having another STEPpie in the classroom with me - it made it an easier transition into the classroom. It was also a great experience seeing our teacher plan and teach, and she did a fantastic job of explaining her thoughts on the activities. Not only that, but she was a great resource.
- I loved getting to know the students. We had a variety of opportunities to talk to, play, and work with students in various capacities and that made it so worth it to come to school every day. Watching students learn over the course of four weeks was also a highlight. I also enjoyed the camaraderie established not just between my placement partner, me, and my CT but also all the STEPies, CTs, and school staff. I felt the principal knew my name and it was just great to walk around the school and feel part of a community. Also my placement partner was fantastic!
- Getting to know the students and talk with them informally. Seeing how my CT runs a classroom and makes decisions about what to teach, how to teach it and how to do classroom management.
- One major highlight was the small group work that I was able to do with the students. In this process, I was able to see students grow as learners and members of the classroom. It was in these small groups that I was able to really connect with the students on a more one-to-one way and make bonds with them. Also, the small groups allowed for me to try different activities without the added pressure of being in front of the whole class.
- Working with a teacher that was transparent in his reasoning behind various planning, word choice, and other decisions - Working with a fellow STEPpie and being able to discuss/reflect on
our experiences in a common setting - Having the opportunity to contribute to the creation of the classroom community through planning various lessons, leading morning meetings, leading/participating in activities with the students especially during PE time - The amount of opportunity for collaboration with both my CT and my fellow STEPpie was also a wonderful highlight

- I was happy to have an opportunity to test the waters before fall placement. I really enjoyed working with the grade level I was placed in.
- Working with a variety of different students and creating plans to address their unique learning situations. Working with one particular student with behavioral and emotional challenges was the most rewarding when I discovered the way to interact with him. Learning about technology from my CT was an excellent experience that I can take with me now into any classroom. I enjoyed working with my teacher and my fellow STEPpie. Observing other teachers was excellent but far too short.
- It was great to get to know the students- the students were so sweet and so outgoing. They were a great community to work with. The teachers were also really friendly, helpful and open.
- I had an amazing summer school experience, and learned so much from working in the classroom and my CT. I really enjoyed being immersed into the classroom environment right away. The kids were the motivation that powered me through each day. I really appreciated having the chance to take leadership roles in the classrooms as well. This helped me build confidence as a teacher and I feel like I am more ready for fall placement than I would’ve been otherwise.
Teacher Candidate Challenges

- There was limited time for collaborative planning.
- Getting everything done in four weeks!
- Wish I’d had more time with students/to observe.
- I had some challenges trying to find a rhythm in our class. Each day we did something completely different and I am the type of person that needs some routine. My sense of time comes from the rhythm and routine of the day, not from looking at the clock. I wanted to know what we were going to do that day and it was difficult for me to get a clear response.
- Learning how to balance the many demands on my time was, of course, a bit of a challenge. Additionally, working on learning how to appropriately interact in a classroom for the first time—How much should I participate? How strict should I be with the students? How much should I teach compared to how much I observe? How can I better participate in the planning of lessons and the overall organizing of the classroom?
- It was hard to see very much growth or really dig into helping students with their individual needs when the program is only four weeks. It was as if I had just gotten to know them and was starting to assess their understandings when school ended.
- My CT could be intense with the kids at times, and I didn’t quite agree with the tone and word choice she used when chastising the kids. It made it difficult to warm up to her and work with her at times.
- I had a slightly difficult time the first week because I was unsure of my role in the classroom. However, this challenge was quickly overcome since we were in the classroom every day and I became comfortable very quickly.
- Working within the time constraints that a summer school program naturally puts on curriculum, community building and the building of student-teacher relationships.
- Time. The days were short, as were the planning meetings. As a whole the summer flew by and we had just begun to learn what it was the students did and didn’t know. I also found the observations challenging as I was eager to be hands on in the classroom and had a much harder time just sitting back and watching, especially as the weeks progressed. It did take some time to get adjusted to my CT’s style but I was able to move past my personal judgments and learn a lot from her!
- The main challenge was learning how to best manage the classroom. There were many energetic children that I had to learn to work with in the best possible way. I had to break out of my box and come up with different techniques for walking from one place to another, getting students’ attention, and getting students back on track. It was a challenge in the moment but these experiences allowed for me to learn many different ways to run my future classroom.
- The idea of connecting with students on a meaningful level in 4 weeks was an extremely intimidating task, but this challenged was somewhat mitigated by the guidance and advice my CT provided me with - It was very challenging to handle with the nerves that came with leading a whole group lesson/trying to get the attention of the whole class - It was also challenging to take the risks required for the growth I wanted to gain throughout this experience...for example I led a couple of math talks and an acrostic poem lesson both of which challenged me to practice my improve skills which I am not overly comfortable with. However, these activities stand out as both challenges and highlights because I feel that it allowed me to grow a great deal
- The only real challenge was not agreeing with a lot of the classroom management techniques of my CT and not feeling like I was completely on a team with her.
- My cooperating teacher dismissed summer school on the basis that it was only 4 weeks and that there wouldn’t be enough time to boost student achievement. She was a pleasure to work with and I learned a lot from her- her philosophy toward working with the students disconcerted me a bit.
- My particular CT did so much with technology that opportunities to observe his teaching methods in a more conventional manner were non-existent. Navigating the murky waters of planning, STEP TC roles in the classroom, and feedback with my CT was often a challenge.
- Not having enough hours in a day to do everything!
- It was a challenge to truly meet students’ needs in such a short period of time - I feel that I wasn’t really able to see the process of determining a need, creating a plan to address that need, and implementing that plan.
Suggestions For Improvement

- One of my favorite parts about this experience was how we could draw connections between our practice and our coursework. I’d encourage the faculty to think about additional ways that we could connect what we’re learning in class with what we’re practicing in our classroom.
- For the additional observations, perhaps reminding CTs that it may be more beneficial for us to observe them and their teaching style as opposed to observing another STEPpie lead a lesson (though this is useful too, I think there’ll be more time for this later).
- Make the observations of other classes longer -- 30 minutes is really, really short.
- I felt that summer school went by too fast. These four weeks were super packed for the students, my CT, and me. The students had a lot to learn in the short amount of time, my CT had a lot of requirements to meet in that short amount of time (star test, the nonfiction piece) and the STEPPies had a lot of different assignments to do in that short amount of time. Also, it would be good to remind students what they should be looking out for in their observations each week, and to have us make a journal where we enter at least a few observations a day.
- Very few, actually, Although the schedule was packed, I felt that it was very productive and useful in every aspect. I loved the way Bishop was managed and thought the CTs selected were excellent. Only suggestion would be to maybe leave a little bit more time between Stanford classes and Bishop classes. There were days when I only had time to run home, change, go to the bathroom and then hurry and bike to class—and often I would be late. Maybe it was my fault for being a slowpoke, but I know an extra 5-10 minutes on many days would have saved me a lot of stress.
- I would have liked to have a better concept of my assignments and which of them I needed to complete in placement more ahead of time. This would have given my CT a better idea how to plan the four weeks. It seemed like they got the information about a week into school when the outline for the month had been sketched already. Another thing that might have helped is even more guiding questions for class specific observations.
- More planning time with CTs! I wished that we had at least 15-20 minutes to debrief with them at the end of each day.
- Because all teachers work differently, I would have loved if STEP would have designated ONE day to be a day where STEPPies have the opportunity to take over the class (depending on comfort level). I feel that if STEP DESIGNATES that day, it’s more likely to happen. Also, because it’s a big awkward to tell you CT, “hey can I take over?”.
- Build in opportunities to see our cooperating teachers in the fall- I’d love to come in and observe my summer school CT in her own school and her own classroom.
- More Stanford involvement in our teacher planning sessions. Ours were often unorganized and unproductive. Maybe a more extended opportunity to observe other teachers or a more concentrated opportunity to observe one teacher more in-depth.
- Not having enough hours in a day to do everything!
Thank you for all of the support along the way!
Thanks for a great summer!
Wonderful experience and setup!
I really appreciated the opportunity to have my first placement in an environment that had a little less pressure put on the teachers as it was a summer school program focused on enrichment. I feel much more confident going into my Fall placement having gotten a little practice working in small groups and leading some whole group lessons and I am so excited to continue learning how to become the best teacher I can be for the students.
Summer school was a good introduction to the STEP schedule and to working with an elementary school.
Summer school was a really great experience!
## Cooperating Teacher Highlights

- I enjoyed my students a lot and I love to see the progress they made during this short summer section.
- Love all the support teachers had from the Stanford supervisors.
- Everyone was so helpful.
- I like the assignments the STEPpies had to do.
- STEPpies helping with F & P.
- Stanford staff were very supportive to both STEPpies and CTs. The two programs were very connected.
- Good placement match.
- WTW training
- Weekly check-ins at staff meetings
- Stanford staff being so visible and present in the classroom
- Motivated, competent student teachers 😊
- Calendars, schedules to help me keep up with all of the deadlines
- Great yummy snacks!
- Seeing the teacher candidates grow
- The program was very organized
- The observations were opportunities.
- CT/TC placements were a good match
- STEPpies were awesome, eager to learn, asked questions and were respectful.
- Time to reflect on our teaching was great!
- Discussions about how the teacher candidates’ classes connected to what we’re teaching in class.
- Being purposeful with my best practice, my best foot forward, reflecting on my own best practices.
- Enjoyed how the STEPpies were paced week by week for expectations/responsibilities
- Working with a co-teacher to get additional ideas and give additional classroom support
- Teacher candidates helping with F&P assessments and the quality of the work in giving assessment.
- Teacher Candidates energy and positive outlook
COOPERATING TEACHER CHALLENGES & SUGGESTIONS

- The curriculum was challenging
- The assessments were not tied to curriculum
- Class sizes were too big and not a good model to have so many students in a class
- STAR testing for summer school does not make sense
- Provide more time for teacher candidates/cooperating teachers for collaboration and reflection time to dig deeper
- Not enough time with STEPpies, it always seemed rushed.
- 12noon dismissal on the first Monday is hard because the teacher candidates need more help with kids.
- F&P data was very inaccurate and assessment has taken lots of time
- Performance towards the end decreased
- Need more time for reflection & connection to their course work.
- Not enough time with the STEPpies to discuss the day’s lesson and reflect with them
- Not having the teacher candidates around for the end of day debrief
- Class sizes are too big with a wide range of abilities which can make it challenging to effect change in a short amount of time
- STEPpies have a lot of assignments that don’t fit well into the summer curriculum
- It would be nice debrief as a large group so we are all on the same page
- Curriculum to better support enrichment
- More planning time is needed
- Provide more collaboration/feedback time with student teachers
- Missing Monday bus duty
- Beginning F&P scores late and not accurate