



Institute of Education



*American University
of Central Asia*

A TECHNOLOGY ENHANCED MENTORING MODEL FOR TEACHER EDUCATION: INSIGHTS FROM AMERICAN UNIVERSITY OF CENTRAL ASIA

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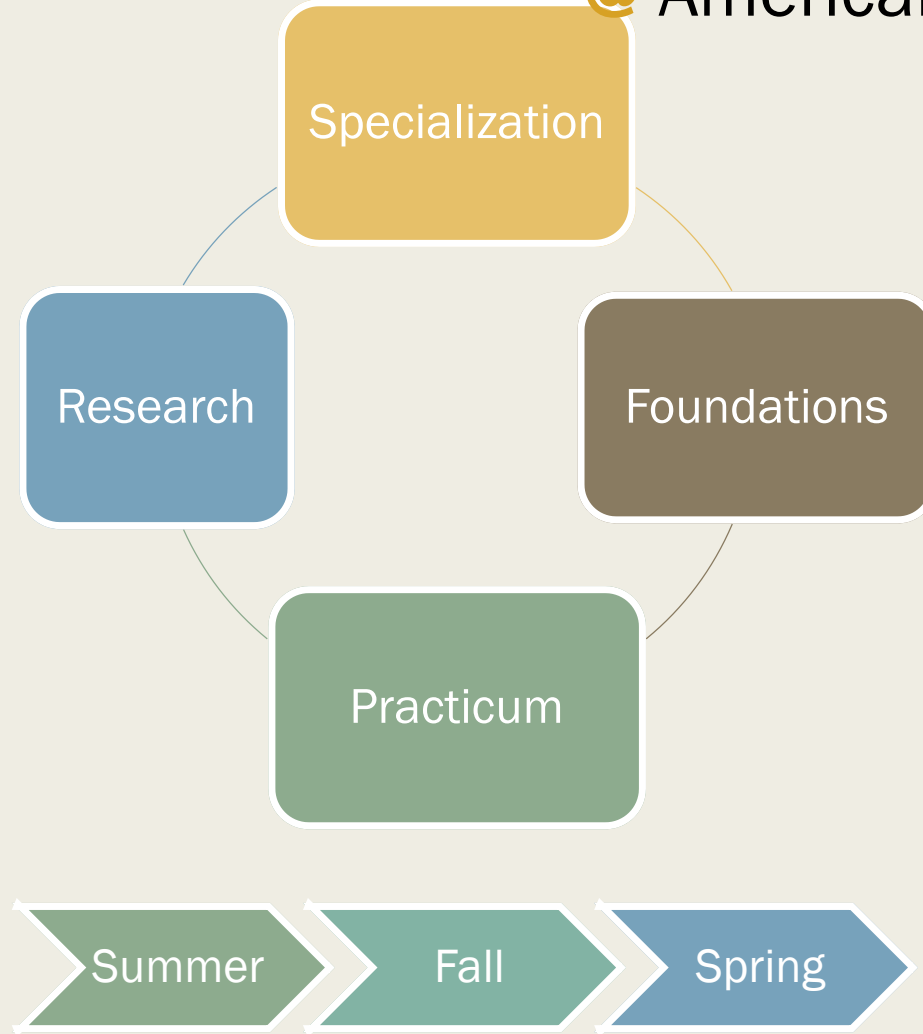
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Presentation Outline

- Overall Design of the Teacher Education Program
- Focus on the Mentored Practicum Component
- The Case for Technology-Enhanced Mentoring

Master of Arts in Teaching (MAT)

@ American University of Central Asia (AUCA)

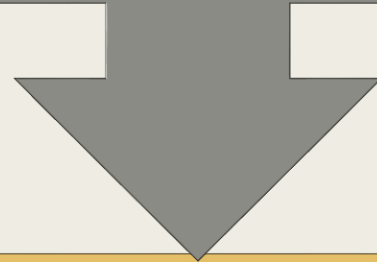


The mentored practicum and classroom research is integrated with coursework in disciplinary content and pedagogy.

Such a program structure ensures that active work in classrooms is a consistent frame of reference for MAT candidates throughout the academic year;

and that they graduate from the program as teachers who understand the connection between their discipline and teaching practice.

Key Components:



Technology

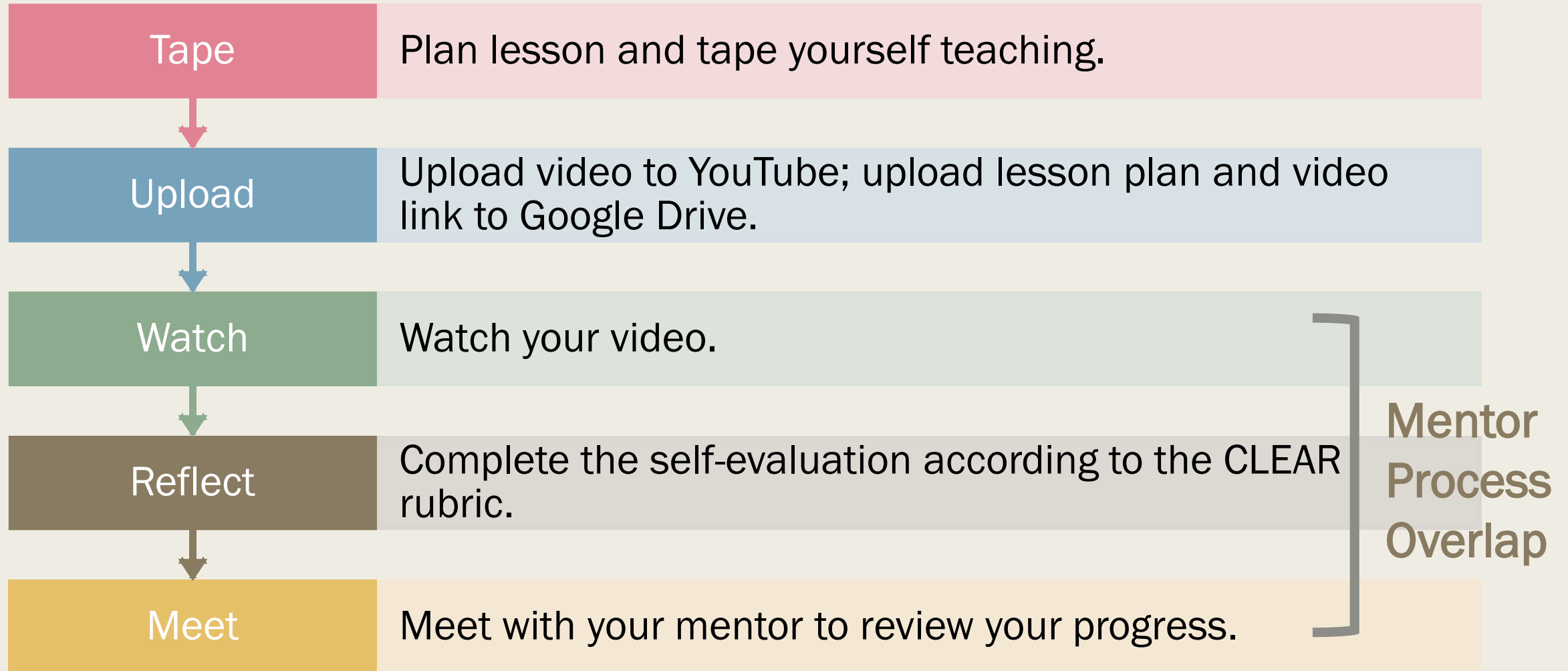
Mentors

Mentee
Videos

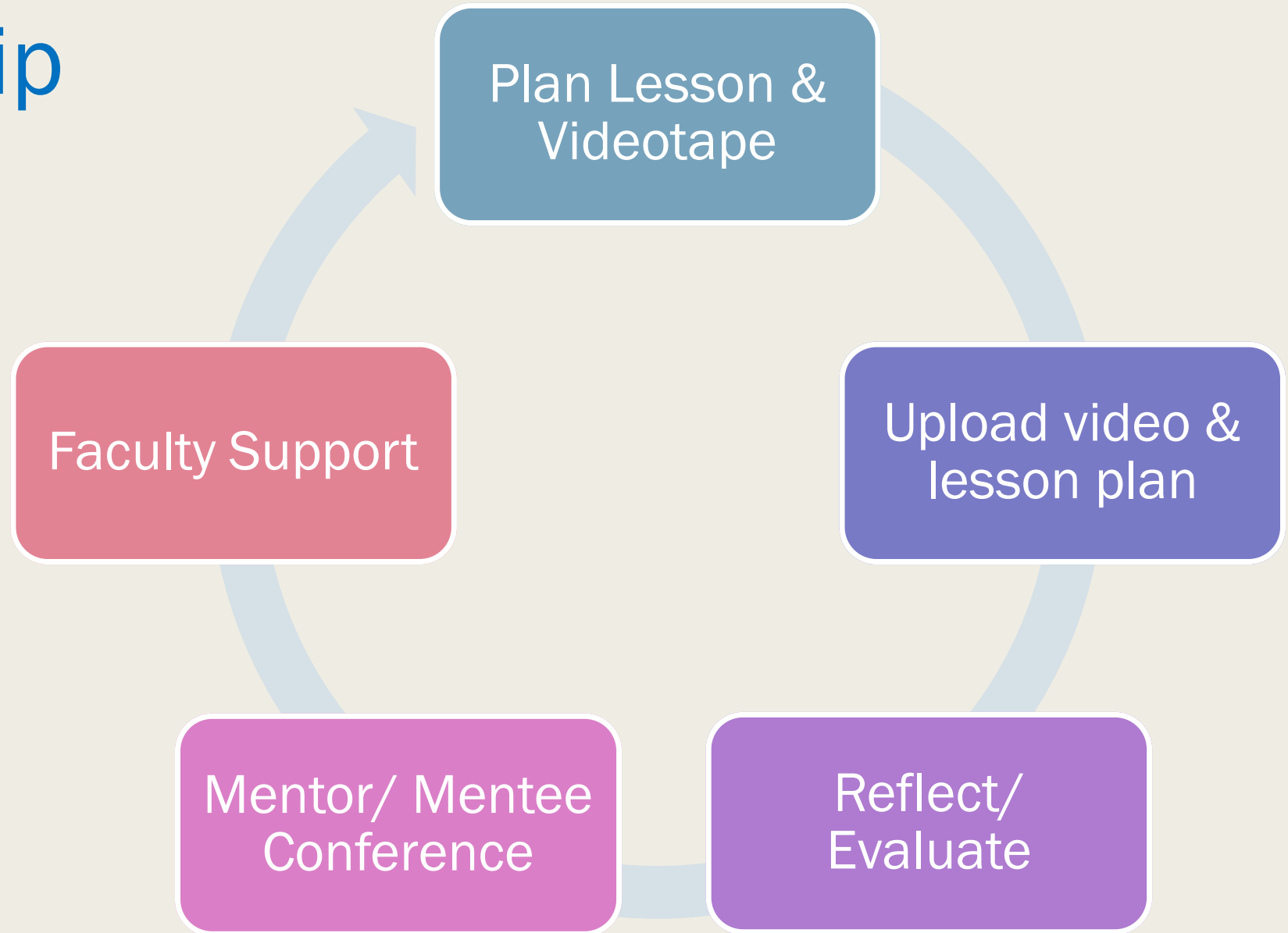
Evaluation
Criteria

Reflection

Mentee Process



Mentorship Cycle



Evaluation Criteria:

Key to quality assurance & reflection

6 **Domains** / Measures teacher on scale from Ineffective to Highly Effective

1. **Planning & Preparation**
2. **Awareness of the Learner & Learning**
3. **Creating an Environment of Respect & Rapport**
4. **Instruction: Content Delivery**
5. **Instruction: Assessing Student Learning**
6. **Professional Responsibility**

Based on Danielson's Framework for Teaching (2013) & STOT (from InTASC)

I. Planning & Preparation

	1=Ineffective	2=Developing	3=Effective	4=Highly Effective
1a Demonstrating knowledge of content and pedagogy (DFT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1b Supporting student learning through developmentally appropriate instruction (STOT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1c Demonstrating knowledge of resources (DFT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1d Setting instructional outcomes (DFT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1e Designing coherent instruction (DFT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1f Designing student assessments (DFT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I: Planning & Preparation Reflection

Identify one of the elements above and provide feedback on a specific, observable moment from this video.

Your answer





“We do not
learn from
experience...we
learn from
reflecting on
experience.”
–John Dewey

CLEAR RUBRIC

Reflection Tool

The Case for Technology-Enhanced Mentoring in Teacher Development

- **Teachers are where they should be**
- **Cost-Effective**
- **Built-in Accountability through Digital footprint**
- **Community In Practice – without borders**
- **A digital repository that becomes a resource**