

# Immerse, Innovate, Imagine: Teacher Educator using Mixed Reality Simulation

Day 2: BranchED

Summer Institute 2022



# Agenda: Day 2



Review

Purposeful  
Practice

Application  
of MRS

Building  
Background

Innovation  
in Action

Your feedback is important to us!



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# Letting Your Creative Juices Flow



## Individually

Finish this drawing



## Collectively

Share your drawing and  
build a 2-minute story  
encompassing all  
drawings



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# Review

- MRS is an innovative tool
- Each avatar represents a unique backstory and behavioral profile
- Variety of environments to choose from
- Three behavior levels



A close-up photograph of an open notebook. The right page is visible, showing horizontal blue lines. The word 'practice' is written in a cursive script. Below it, the word 'MAKES' is written in a bold, all-caps, sans-serif font. Below that, the word 'progress' is written in a cursive script. The notebook is resting on a wooden surface.

practice  
MAKES  
progress

# Practice Based Approach

"Without use of evidence based, independent practice procedures and strategies, what is taught can be forgotten, fragmented, or poorly organized"

Hughes & Riccomini, 2019



# BranchED Framework for the Quality Preparation of Educators

- Identifies critical focus areas that teacher preparation providers can leverage to redesign their programs.



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# Practice-Based Approach

- Competency-based
  - Aligned to standards and competencies
  - Knowledge of the learner, learning, subject-matter, pedagogy, accountability
- Modeling
  - Attention, retention, reproduction, and motivation
  - Inquiry-stance
  - Articulation of rationale for instructional decisions
- Scaffolded Experience
  - Zone of proximal development



# Practice-Based Approach

- Authentic & Diverse Settings
  - Build cultural awareness
  - Engage candidates in investigating structural and systemic structures that foster inequities
- Coaching & Feedback

Coaching is...	Feedback is...
Preparative	Corrective
Focused on possibilities	Focused on adjustment
About future behavior	About past or current behavior
Inquiry-oriented	Scrutiny-oriented
Stems from developmental needs	Stems from judgmental needs



# Practice-Based Approach

- Focused Critical Reflection
  - Inquiry process
  - Self – Student – Peers – Theoretical Literature
- Partnerships
  - Strong, authentic, reciprocal

# Content

- define and teach skill, strategies, vocabulary terms, concepts, or rules

## Guided Practice

- explicit instruction models
- supports fades based on student performance

## Independent Practice

- practice a newly acquired skill with minimal or no support
- 85% or higher accuracy

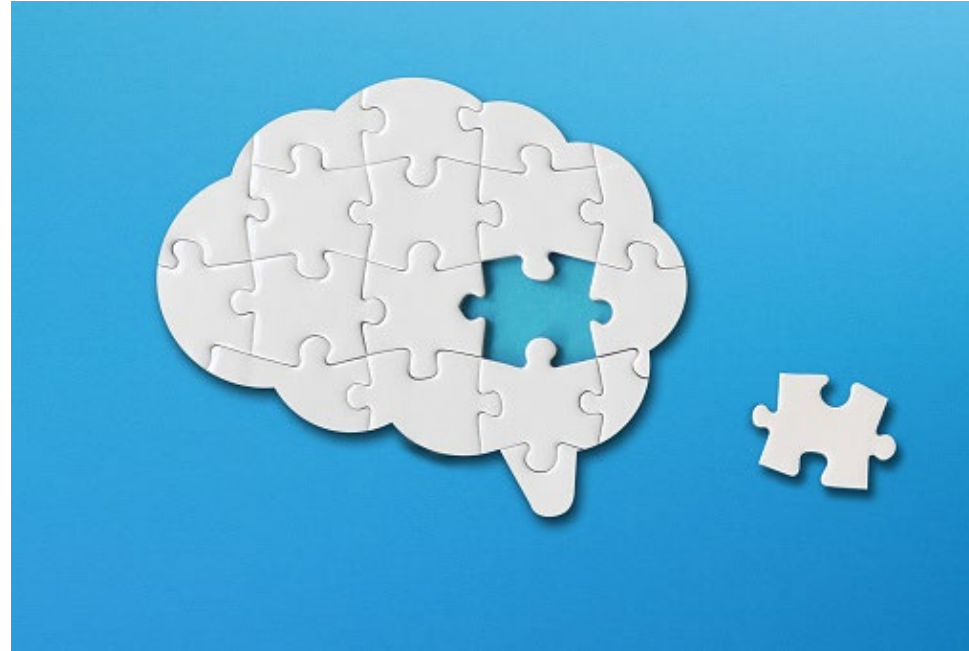


Hughes & Riccomini, 2019



# Branch Alliance for Educator Diversity

# Deliberate



Hughes & Riccomini, 2019



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# Purposeful

# What to Consider



Where do pre- and inservice teachers have an opportunity practice and demonstrate requisite knowledge, skills, and dispositions?



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# Poster Session Activity



The goal of this poster session is to create a visualization that summarizes opportunity areas.

# Poster Session

1. It must be self-explanatory. If you gave it to a person without walking them through it, would they understand? Would they care?
2. It must be visual. Words and labels are good, but text alone will not be enough to get people's attention, or help them understand.









Take a Break



# SCENARIO: TEACHER CANDIDATE FEEDBACK

You have just observed Lisa teaching a lesson. You collected data on student talk vs. teacher talk and found that this teacher spoke 80% of the time in the lesson. Last week, coursework focused on increasing student voice and the goal is student talk for 40% of instructional time.

**Your objective:** Is to intervene around this aspect of instruction and do so in a way that motivates this teacher candidate to improve



# Debrief

What went well? <i>Name three specific examples with the corresponding timestamps.</i>
What is an area to improve upon? <i>List one specific example and explain why. Provide a suggestion for next steps to grow in this area.</i>
What was your overall take-away from watching this video/live session? <i>Identify something that stood out to you and will influence your practice.</i>
Final comments/words of encouragement:





# SCENARIO: TEACHER CANDIDATE FEEDBACK

You have just observed Michael teaching a lesson. You collected data on student talk vs. teacher talk and found that this teacher spoke 80% of the time in the lesson. Last week, coursework focused on increasing student voice and the goal is student talk for 40% of instructional time.

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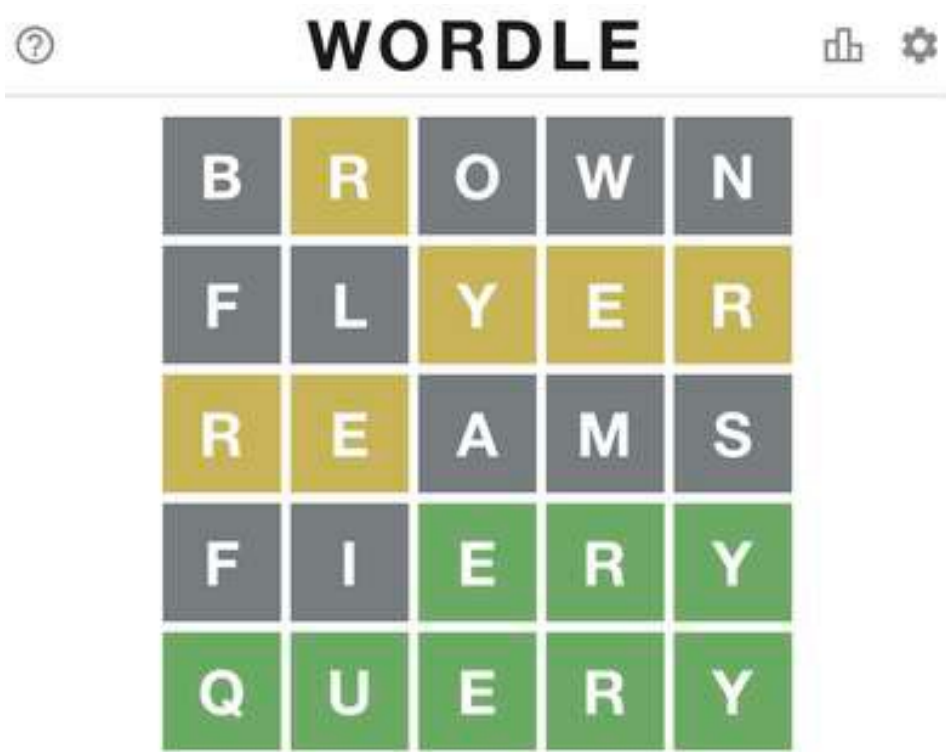
# MRS in Action

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A chocolate Labrador puppy is lying on its side on a light-colored concrete floor. The puppy is looking towards a hamburger that is placed on the floor just in front of its snout. The puppy's head is resting on the floor, and its front paws are visible. The hamburger is a double cheeseburger with lettuce, tomato, and onion. The word "Lunch" is written in a white, sans-serif font above the hamburger.

Lunch



Guess the **WORDLE** in 6 tries.

After each guess, the color of the tiles will change to show how close your guess was to the word.

**W** **E** **A** **R** **Y**

The letter **W** is in the word and in the correct spot.

**P** **I** **L** **O** **T**

The letter **L** is in the word but in the wrong spot.

**V** **A** **G** **U** **E**

The letter **U** is not in the word in any spot.

# Wordle

[tiny.cc/SIwordle](https://tiny.cc/SIwordle)



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# MRS: Student Suspended

You are a principal who has called Mr. & Mr. Smith in to talk about their 8<sup>th</sup> grade son, Ethan. He is a good student, but at a recent sporting event he was involved in a fight with a group of students. Per school policy, all of them need to be suspended for three days.

## **Your objectives:**

- Establish a positive rapport
- Share news of the fight and suspension in an effective manner
- Come to a jointly agreeable resolution



# Considerations for Practice

## Making Practice Purposeful



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### STUDENTS CAN

Talk in groups (will sound like indistinct chatter)

Solve problems

Hold conversations with you and with each other

Raise their hands

Read and engage with materials that are sent in prior to

### STUDENTS CANNOT

Answer as a group or choral answer

Perform certain physical functions (e.g., switch desk, leave room, group thumbs up...)

Know or remember specific materials offhand (that wasn't provided or part of the scenario)

Hand over their phones to the participants

Hold their paper/iPad up



# Considerations for practice

## Set Up & Debrief







## MRS: Grade Grievance

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Backstory: Stacy is non-traditional student, about 25 years old, caring for her young daughter while living with her mother. Both Stacy and her mother work at a local grocery store as cashiers.

Stacy can be very emotional and seems to be overwhelmed with tasks with deadlines, frequently bursting out in tears when discussing assignments (anything about assignments) or when discussing topics that seem close to home.

# MRS: Grade Grievance

Stacy is begging to submit an assignment late based on her backstory above. You are aware of this story and are sympathetic, but also know there are 74 other students in the class, some of whom are also non-traditional students.

You have in your syllabus that you will allow students to submit work late for full credit only under extreme situations at your discretion. When do you cross the line to extreme hardship?

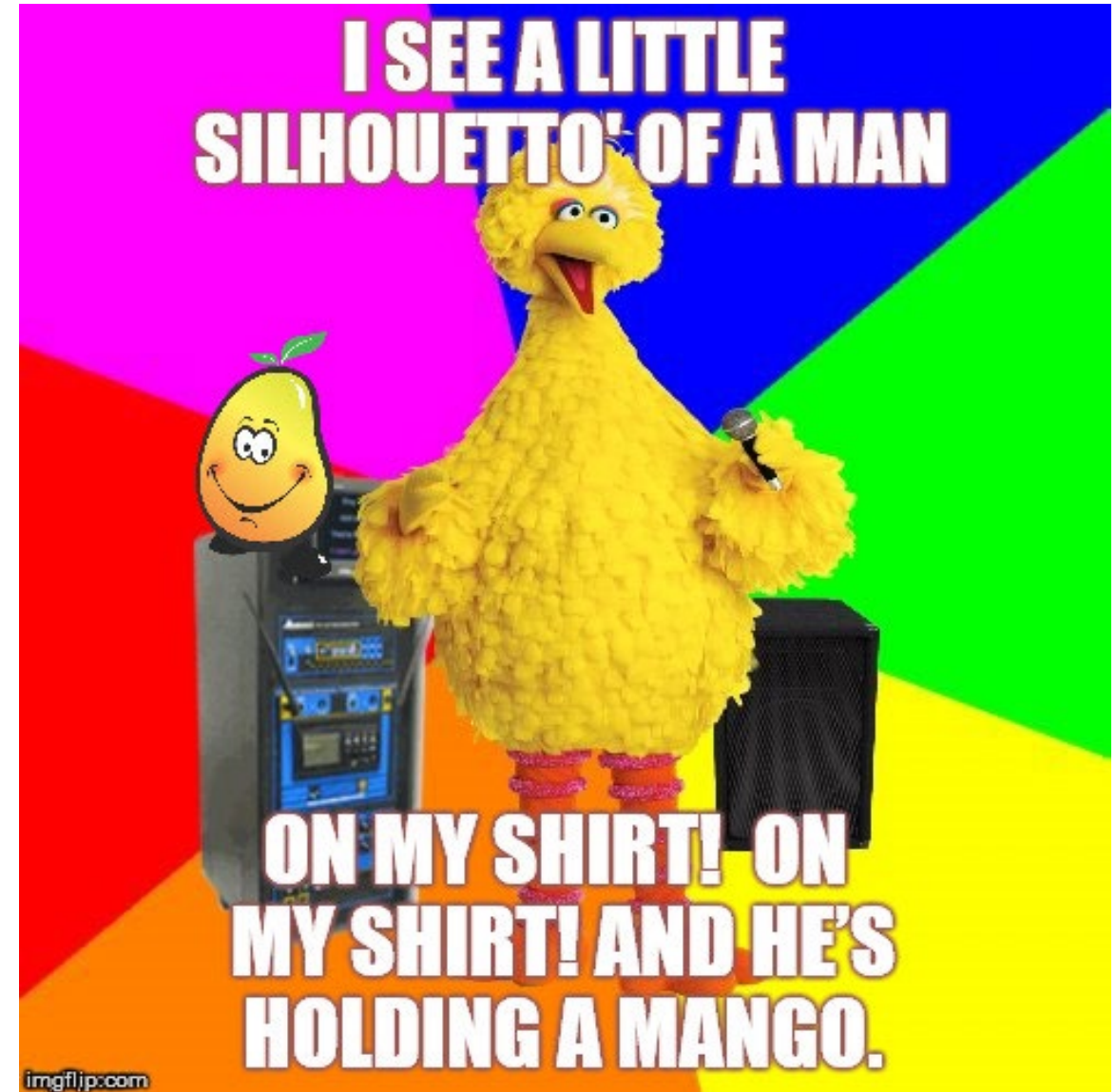
This assignment is worth 35% of final grade and students knew about it for 2 months prior to the due date, based on the syllabus and class reminders. Stacy is now trying to submit the assignment a week after the deadline, and this is the first you are hearing about this request.

# Homework

- Review MRS Guidance Document
- Review Zimmer & Driver (2022) article
- Start to narrow down scenario topic
- Prepare for Battle of the Bands



# BRANCHED BATTLE OF THE BANDS



# Institute Webpage



<https://www.educatordiversity.org/summerinstitute/>

# Mentimeter



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CENTRAL FLORIDA



# BREAK & Fieldtrip to Florida Interactive Entertainment Academy (FIEA)