

CROSSWINDS & TERI

Tuesday, February 15, 2011

Language Arts

- 2° English cohort
 - ▣ History
 - ▣ Embedded for a quarter in 6-10 LARTS classroom(s) (once a week)
 - Technology initiatives
 - Reading inventories
 - Small-group work
 - Observation
 - ▣ Develop/teach Inter-session courses



□ Language Arts – Cynthia Lewis

- Partnership process
- Benefits of partnership
- Concerns, questions



Science

- ❑ Science partnership
- ❑ 2009-10, 2010-11
- ❑ Daily (2 periods)
- ❑ Semester-long placement
- ❑ Observation, micro-teaching



TERI Involvement - School Liaison(s)



- TERI meetings
- BUSH Foundation meetings, summits

- Support of administration
- Teacher-driven development
 - ▣ Introduction to staff
 - ▣ Content-area focus groups (PLCs)
 - What do you/we have to offer?
 - What do you need to feel engaged?

To feel engaged, CW needs...



- A clear flow chart (who to contact when...)
- Clear expectations from the U of MN
- On-going communication with U of MN staff
- Time
- Compensation
 - ▣ clock hours, subs, or payment for out-of-contract-day time
- Articulated policies at the school-level
- A liaison

Staff concerns, questions



- Details
- Professional Rounds
- Evaluation & Assessment of pre-service teachers
- Professional Development & Mentorship
- Exclusivity with U of MN
- Crosswinds' (PDS') Policies
- Communication

Table Conversations



- Discussion questions on your tables
- Assign a note-taker to document your conversation (leave your notes at the Registration table)