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 Intersession courses
Language Arts – Cynthia Lewis

- Partnership process
- Benefits of partnership
- Concerns, questions
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)