Teacher Education Redesign Initiative (TERI): Preparing Teachers to be Adaptive Experts

Executive Summary

Core of Redesign

- Partnerships
- Adaptive Expertise
- Performance Assessment
- Research

P-12 Student Learning

- Professional development schools in partnership districts that improve student performance through research-based teaching
- Teachers with expert knowledge base and ability to differentiate instruction for students’ needs
- Focus on both what we teach (content) and who we teach (ELLs, special education, culturally diverse communities)
- Questions centered on effectiveness of our program in preparing teachers who make a difference for students
Partnerships

- Identify teaching characteristics that support pupil learning
- Nurture multiple pipelines to increase the diversity of teacher pool
- Work with whole school learning community
- Comprehensive induction systems
- PDS preparation pathways
- Variety of clinical placements
- Build hiring relationships with partners over time

Purposeful Partnerships

- Earl brown Elementary
- Brooklyn Center High School
- Brooklyn Center
- White Bear Lake
- Forest Lake
- Forest Lake High School
- Lino Lakes Elementary
- St. Paul
- Minneapolis
- Crosswinds Arts and Science Middle and High School
- Harambee Community Cultural School
- Elementary School (Observing)
Adaptive Expertise

“Teachers . . . who are prepared for effective lifelong learning that allows them continuously to add to their knowledge and skills.” (Preparing Teachers for a Changing World, p. 3)
Adaptive Expertise

- Candidates willing to embrace uncertainty and complexity of teaching
- Teacher research
  - Professional development supporting adaptive practice
  - National Board Certification
- Instructional preparation centered on student learning
  - Teachers who can adapt to school partners' needs
- Instructional preparation centered on student learning
  - Teachers who can adapt to school partners' needs
- Formatively assess
- Differentiate instruction
- Inquire into practice
- Adopt current technologies
- Act on students’ funds of knowledge
- Instructional preparation centered on student learning
  - Teachers who can adapt to school partners' needs

Conceptual Design Change

Current Program Concept
- Foundations of Education
- Clinical Field Experience
- Content Pedagogical Methods

New Program Concept
- Assessment
- Observation
- Reflection
- Curriculum Development and Critique
- Adaptive Expertise
- Managing Learning Environment
- Relationships
- Content Pedagogy
- Managing Learning Environment
- Relationships
Performance Assessment

- Relentless commitment to all learners
- Candidate assessment that focuses on student learning
- Teacher identity development
- Candidate performance in schools as places to work
- Partners prepared to support candidates' clinical assessments
- Pre-service assessments as PD for in-service teachers
- Pre-service performance guarantees effectiveness

Common Performance Assessments

- **Teacher Performance Assessment** that shows planning, teaching (video), assessment (student work samples), and reflection in action
- **Case studies of learners** that showcases the multiple ways that teachers can know their students
- **Teacher Identity Study** that the candidate conducts about their identity and how it influences their teaching
- **Professional Rounds** that guide observation and critical reflection on professional collaboration and school operations
- **Communication** skills used by teachers including a variety of written and oral forms
• What measurement criteria will screen for commitment to learning of all students?
• How do our admissions criteria correlate to pupil achievement?
• What are the comparative outcomes of different preparation pathways?
• How does performance on assessments during preparation correlate to pupil achievement?
• What do district – university partnerships need to build induction systems?
• How do elements of induction systems affect teacher performance?
• How do university – district partnerships shape teacher hiring practices?
• How do elements of induction systems affect teacher performance?