Teacher Education Redesign Initiative (TERI)

Partner Network– November 18, 2010

The Story at the University of MN-TC

Misty Sato, Ph.D., EDRC Faculty Director, TERI Director
Stacy Ernst, School-based Partnerships Coordinator
Educator Development and Research Center (EDRC)
Teacher Education at UMN

- CEHD prepares about 400 teachers each year.
- Most students complete a post-baccalaureate program to attain a teacher licensure.
- A high percentage of our students find regular or substitute teaching jobs in the first year after completing the program.
- Approximately 85% of our new teachers work in Minnesota schools.

TERI represents our desire to:

1. Prepare the best teachers for Minnesota's children by building on our strengths
2. Assure that our candidates are having an articulated preparation experience across ALL parts of our college programs
3. Work deeply in partnership with schools to attend to the learning needs of both students and teachers
Preparing Teachers for a Changing World

National Academy of Education's Committee on Teacher Education

Adaptive Expertise

Expert teachers are able to perform a variety of activities without having to stop and think about how to do them… Lifelong learning [of] innovation… typically involves moving beyond existing routines and often requires people to rethink key ideas, practices, and even values in order to change what they are doing (p. 361).

Conceptual Design Change

Current Program Concept | New Program Concept
---|---
Core Practices of Teaching
- Observation
- Curriculum Development and Critique
- Content Pedagogy
- Relationships
- Managing Learning Environment
- Reflection
- Assessment

Foundations of Education
Clinical Field Experience
Content Pedagogical Methods
Curricular Changes

- Longer, more seamless clinical placements ("year-long") – in PDSs that are built over time
- Curricular integration across common content, program areas, and clinical – built around core practices of teaching
- Assessment driven – common assessments and program area assessments

Teacher Performance Assessment for teacher candidates

- National adoption of pre-service performance assessment
- MN is piloting the assessment this year and will begin implementation next year
- Performance includes context for learning, lesson plans, video, student work analysis, and reflective commentary
- Will be assessed by teams of evaluators outside the college—this could be you!
Supported by the Bush Foundation

- Network for Excellence in Teaching (NExT)
- 10-year, $40M initiative
- 14 higher-education institutions in Minnesota, North Dakota and South Dakota
- Goal: to reform the way teachers are recruited, prepared, placed, and supported

What is a Professional Development School (PDS)?

Schools with a collaboratively planned and implemented partnership for the academic and clinical preparation of teaching candidates and the continuous professional development of both PDS school and university faculty.
What can we accomplish, together, in PDS partnerships?

- Identify teacher characteristics that support pupil learning
- Build pipelines for teacher candidate recruitment with focus on diversity
- Co-create hiring relationships for new teachers, clinical faculty, mentors, co-teachers & liaisons/TOSAs
- Create PDS preparation pathways
- Co-design a variety of effective clinical placements
- Co-create hiring relationships for new teachers, clinical faculty, mentors, co-teachers & liaisons/TOSAs
- Identify teacher characteristics that support pupil learning
- Build pipelines for teacher candidate recruitment with focus on diversity
- Co-create hiring relationships for new teachers, clinical faculty, mentors, co-teachers & liaisons/TOSAs
- Create PDS preparation pathways
- Co-design a variety of effective clinical placements

A Continuum of Partnership Development for Clinically Based Teacher Preparation*

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Developing</th>
<th>Integrated</th>
<th>Sustaining and Generative</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs, verbal commitments, plans, organizations, and initial work are consistent with the goals of the partnership</td>
<td>Partners pursue the goals with partial institutional support</td>
<td>The goals of the partnership are integrated into the partnering institutions. Partnership work is expected and supported, and reflects what is known about best practice.</td>
<td>Systemic changes take place in policy and practice in partnering institutions. Policy at the district, state, and national level supports partnerships for clinically based teacher preparation and improved student learning.</td>
<td>Partnerships that support: Development of clinical practice knowledge, skills, and dispositions Student Achievement Inquiry for continuous improvement</td>
</tr>
</tbody>
</table>

We imagine…

• Co-creating hybrid institutions (PDS)

• Structuring clinical experiences similar to teaching hospitals (e.g., embedding course work, mentoring through teams, following “patients” over time, etc.)

• Learning directly what schools really need

• Creating and sustaining teacher leadership

• Connecting the continuum (recruitment, preparation, induction, and professional development) for all educators

We imagine making a difference for…
Educator Development and Research Center (EDRC)

Vanessa Abanu  
Coordinator, College Collaborations for Field-Based Professionals

Peter Black  
Program Assistant

Stacy Ernst  
Coordinator, School-Based Partnerships

Dr. Lisa Finsness  
Coordinator, Curriculum & Assessment

Michelle Gabrielli  
Administrative Fellow

Jane Gilles  
Coordinator, Accountability & Accreditation

Dr. Carole Gupton  
Director

Dr. Lisa Jones  
Executive Director

Taeho Jung  
Administrative Fellow

Carole Maclean  
Program Assistant

Anne Mason  
Administrative Fellow

Suzanne Miric  
Coordinator, Professional Development Communication Network

Dr. Mistilina Sato  
Faculty Director

Dr. Karla Stone  
Coordinator, DirecTrack to Teaching

Bob Utke  
Coordinator, Clinical Learning

Patsy Vinogradov  
Administrative Fellow