

Teacher Education Redesign Initiative (TERI)



Partner Network— November 18, 2010

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The Story at the University of MN-TC

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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.

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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



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Preparing Teachers for a Changing World

National Academy of Education's Committee on Teacher Education

Adaptive Expertise

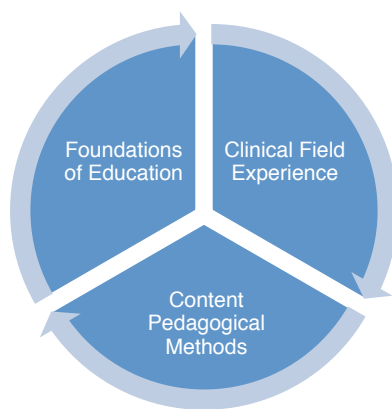
Expert teachers are able to perform a variety of activities **without having to stop and think** about how to do them... Lifelong learning [of] *innovation*... typically involves **moving beyond existing routines** and often requires people to **rethink key ideas, practices, and even values** in order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

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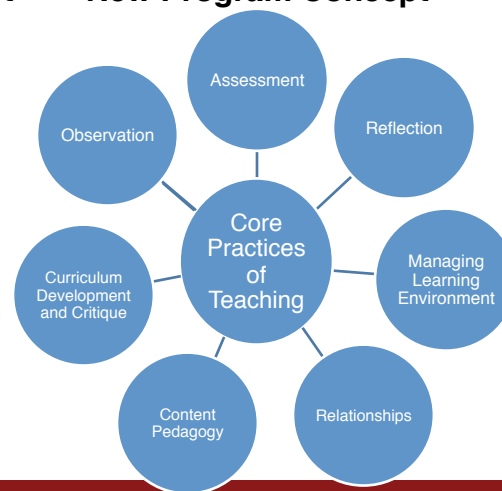
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Conceptual Design Change

Current Program Concept



New Program Concept



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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

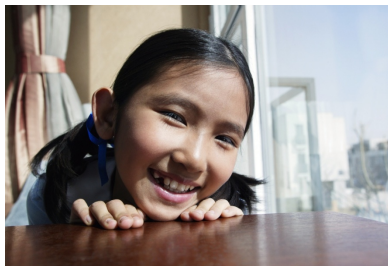
Teacher Performance Assessment for teacher candidates

- 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

Recruit

- Create PDS preparation pathways
- Co-design a variety of effective clinical placements

Prepare

- Co-create hiring relationships for new teachers, clinical faculty, mentors, co-teachers & liaisons/ TOSAs

Support

- Co-create hiring relationships for new teachers, clinical faculty, mentors, co-teachers & liaisons/ TOSAs

Place

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A Continuum of Partnership Development for Clinically Based Teacher Preparation*

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

*Source: NCATE (2001). *Standards for Professional Development Schools*.

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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

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We imagine making a difference for...



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