The College of Education and Human Development is engaged with school partners in a significant re-envisioning teacher education with focus on putting P-12 students first. To close the achievement gap, we will recruit, prepare, mentor, and support teachers as adaptive experts for 21st century classrooms. By working to combine resources, expertise, and responsibilities toward improving P-12 student learning, we will meet these challenges together.

**2011-2012 TERI Partner Network Elementary Education School Sites:** Implementation Year

- Andersen Elementary (MPS)
- Barton Elementary (MPS)
- Bethune Elementary (MPS)
- Birch Lake Elementary (WBL)*
- Crossroads Montessori (SPPS)
- Dowling Elementary (MPS)
- Earle Brown Elementary (BC)*
- Frost Lake Elementary (SPPS)*
- Gideon Pond Elementary (BPSD)
- Harambee Elementary (EMID)
- Highland Elementary (CHS)
- Highlands Elementary (Edina)
- Kenwood Elementary (MPS)
- Lincoln Elementary (WBL)*
- Lino Lakes Elementary (FL)*
- Linwood Monroe K-8 (SPPS)
- Marcy Open Elementary (MPS)
- Nokomis Montessori (SPPS)
- North Park Elementary (CHS)
- Otter Lake Elementary (WBL)*
- Pillsbury Elementary (MPS)
- St. Anthony Park Elementary (SPPS)
- Sky Oaks Elementary (BPSD)
- Vadnais Heights Elementary (WBL)*
- Valley View Elementary (CHS)

**New roles for school and university faculty**

- Clustered Clinical Placements
- Co-teaching Pilot & Support Fall ‘11
- Teacher Performance Assessment
- Collaborate on Course Development
- Focus on Adaptive Expertise
- Shared decision making (site teams), resources, & professional development

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**2011-2012 TERI Partner Network Secondary School Sites:** Development Year

- Crosswinds Arts & Science School (EMID)*
- Brooklyn Center High School (BC)
- Forest Lake Area High School (FL)
- Roosevelt Senior High School (MPS)
- Sanford Middle School (MPS)
- Sunrise Middle School (WBL)
- Washington-Tech 7-12 (SPPS) *PDS site

**Relationship Building**

- Program Matching
- Co-teaching Pilots Spring ‘12
- Professional development
- Teacher Performance Assessment
A New Vision for Clinical Preparation and Partnerships: Putting P-12 Learners First

More rigorous accountability
  • School partners engaged with CEHD in design and implementation of programs, as well as selection and assessment of candidates

Strengthening teacher candidate selection and placement
  • Structuring and staffing school settings to support teacher learning and P-12 student achievement (e.g. PDS sites)
  • Require candidates to be supervised and mentored by effective practitioners, coaches, and clinical faculty

Revamping curricula, incentives, and staffing
  • Fundamentally redesigning preparation programs to closely couple practice, content, theory, and pedagogy
  • Change reward structures and staffing models to value clinical teaching and support effective mentoring

Supporting school district partnerships
  • Reallocate internal resources and make hard choices about institutional priorities to facilitate the reform
  • Produce graduates who want to teach where the market demands

Expanding the knowledge base to identify what works and support improvement
  • Deepen research base on what makes clinical preparation effective
  • Publish research to inform and trace progress as we close the achievement gap in deep partnership with schools and communities