

The College of Education and Human Development (CEHD) is engaged in a significant re-envisioning of our teacher education program to better prepare teachers for the challenges they face in a 21st century classroom. The Teacher Education Redesign Initiative (TERI) will have a long-lasting, positive impact on the children of Minnesota, our new teachers, and our programs within the college.

CEHD is one of seven higher education partners across Minnesota and the Dakotas working with the Bush Foundation on a 10-year project intended to improve high school graduation rates and reduce disparities in student achievement.

TERI is being led by teacher education faculty and staff from departments across the college and is engaging partners in the Minnesota P–12 community. The first group of prospective teachers will enter the redesigned program during summer 2011.

CEHD prepares between 350 and 400 new teachers each year across 20 licensure areas. The college will work to develop the unique qualifications of our candidates while also working with school partners to identify their needs for teaching staff.

As the premier public research institution in the state, the University is uniquely positioned to improve teacher effectiveness by connecting ongoing research to our teacher programs. In addition, the college is uniquely positioned to combine the preparation of teachers with the preparation and professional development of other school professionals such as school counselors, psychologists, administrators, and social workers.

TERI ESSENTIALS

Focus on student learning | Through TERI, the University of Minnesota will be known for preparing and supporting teachers who focus relentlessly on student learning.

Adaptive teaching | Student learning requires teachers who have both expert subject knowledge and the flexibility and inventiveness to adapt to the diverse learning needs of their students, including working effectively with **students learning English** and students with **special learning needs**. We will also emphasize the skills required to use the latest **instructional technology** to enhance student learning.

Diversifying the teaching work force | A nationwide shortage of teachers of color is well documented. TERI will identify effective strategies for recruiting and retaining teachers of color,

with a particular focus on undergraduate students at the University. A teaching force that more closely resembles the student population in Minnesota is essential for providing diverse cultural perspectives in schools, offering students images of a diverse profession of teaching, and for tapping into culturally appropriate approaches to the benefit of P-12 students. All teachers prepared through TERI will be adept at working with all students, regardless of background.

Enhanced clinical experiences | Through University partnerships with designated professional development schools, teacher candidates will gain access to high quality school-based experiences and to the expertise of master teachers. At the same time, the schools will gain opportunities to develop the leadership and instructional skills of their faculty. The focus of professional development schools is research-based teaching and learning that will benefit P-12 students.

Strengthening our curriculum | TERI will add focus to our efforts in four areas: preparation for work with special education students, preparation for work with English language learners, development of cultural competence, and preparation for working effectively with families and communities.

Improving teacher support | We will establish a multi-year system for new teachers in our partner districts that will provide the support and guidance they need to succeed in their first years of teaching. This will include assisting school leadership in developing a comprehensive system based on research into effective ways to improve teacher support.

Measuring effectiveness | We will measure progress made by the students taught by teachers who have completed preparation with us and guarantee that these P-12 students will experience at least one year of academic growth in one year of instruction.

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