

Teacher Education Redesign Initiative (TERI)

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UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

Key Areas of Redesign

Core of Redesign

- Partnerships
- Adaptive Expertise
- Performance driven curriculum
- Research agenda

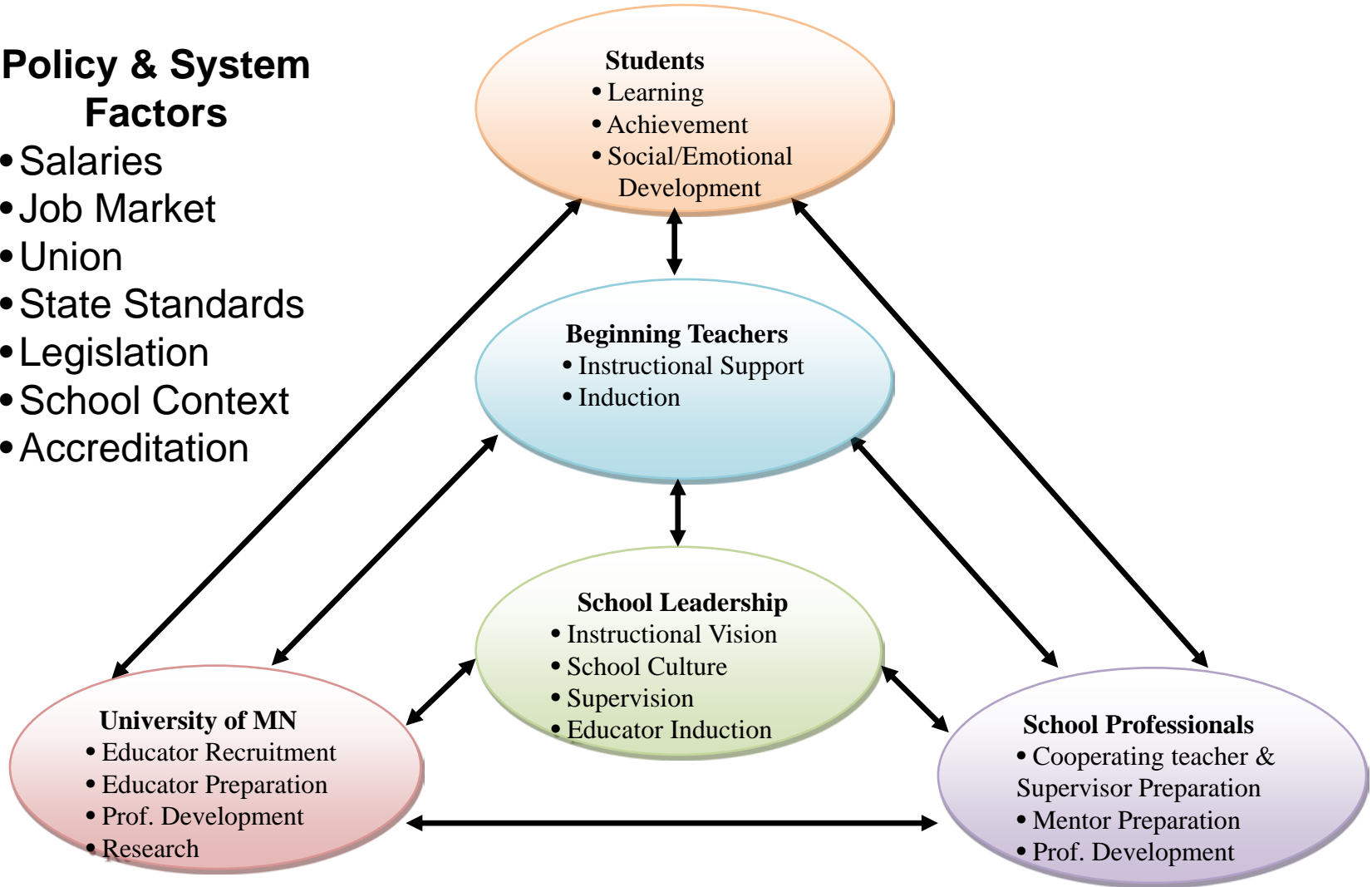
P-12 Student Learning

- ➔ 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

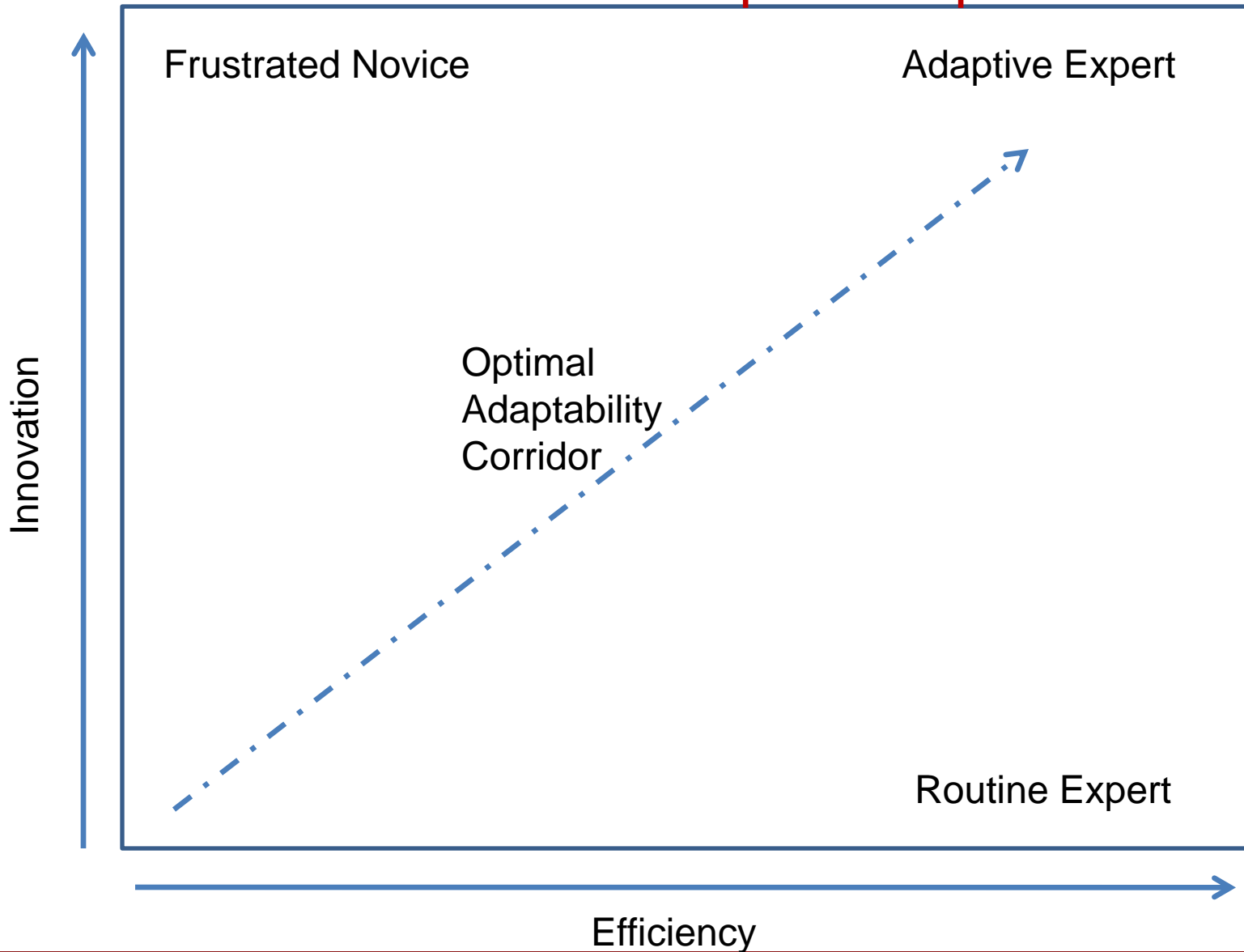
TERI Partnership Model

Policy & System Factors

- Salaries
- Job Market
- Union
- State Standards
- Legislation
- School Context
- Accreditation



Dimensions of Adaptive Expertise



Pedagogies of Performance

- Performance assessment strategies
 - Microteaching
 - Performance tasks
 - Teaching portfolios
- Analysis of teaching and learning
 - Video analysis
 - Student work analysis
- Case methods
- Autobiography
- Inquiry & action research

Research

- What measurement criteria will screen for commitment to learning of **all** students?
- How do our admissions criteria correlate to pupil achievement?

Recruit

Prepare

- What are the comparative outcomes of different preparation pathways?
- How does performance on assessments during preparation correlate to pupil achievement?

- What do district leadership need to build local induction systems?
- How do elements of induction systems affect teacher performance?

Support

Place

- How do university-district partnerships shape teacher hiring practices?

Recruitment

- Diversify our teacher candidate pool
- Recruit exceptionally qualified UMN undergraduate students into licensure programs
- Recruit career changers for whom teaching is a goal
- Redesign and expand recruitment materials

Admissions

- Revise current admission criteria based on an analysis of predictive criteria
- Develop admission procedures to assess professional commitments

Prepare--clinical work

- Develop partnerships with school districts
- Implement PDS model at 5 school sites in first year
- Expand over 5 years to full PDS preparation

Prepare--for today's and tomorrow's schools

- Stronger curricular coherence between course work and clinical work (using wrap-around, modular, and thematic designs)
- Topics identified by school partners as high-need areas:
 - Special education
 - English language learners
 - Cultural competence
 - Families and communities
 - Integrating technology with instruction
- Develop core performance assessments of teacher candidates
- Engage university faculty in professional development opportunities

Job placement for completers

- Establish partnerships with districts
- Create conditions needed for hiring guarantees
 - Well-established partnerships
 - Accurate predictions of teacher hiring needs in partner districts
 - District commitment to hiring
 - Strategies for matching candidates with openings

Supporting our completers

- Multi-year induction system in partner districts
 - Assist school leadership to develop comprehensive induction supports
 - Mentor preparation
 - Schools as professional learning communities
- Support the implementation of Teacher Support Partnership *Induction Guidelines*
- Expand on-line induction programs across content areas
- Increase professional development offerings for inservice teachers

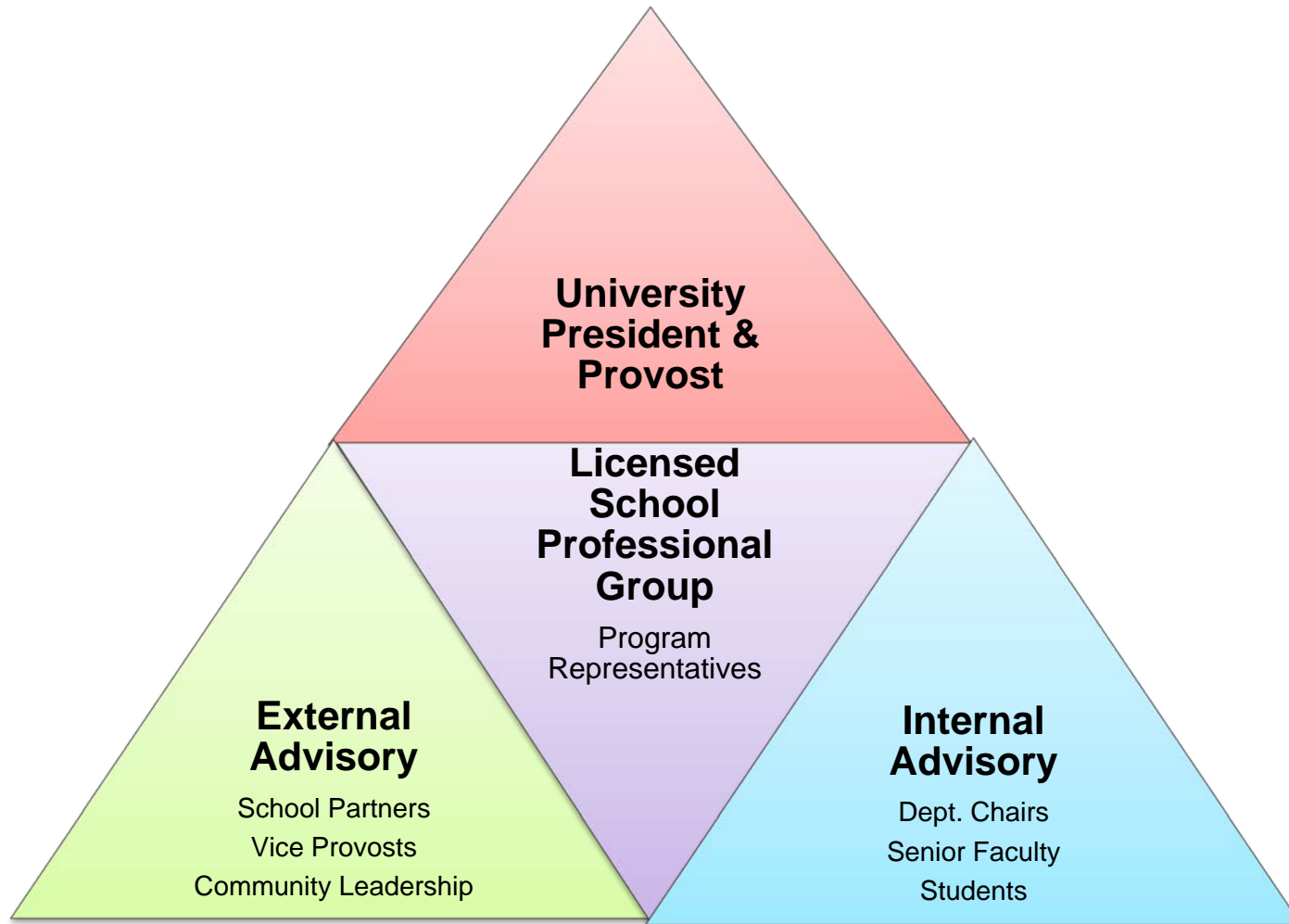
TERI Design Phase 2009-10

- Task groups on recruitment and induction
- Curriculum & assessment development through Licensed School Professional group and retreats
- Partnership development with districts
- Research symposia and portfolio

TERI Implementation Phase: begin Summer 2010

- Some elements of the teacher education redesign (e.g., recruitment efforts, course work, clinical experiences, performance assessments) will be ready to launch with students.
- At least 5 professional development school sites will be ready to begin work with newly admitted students.

Engaging in TERI



2020 Vision

- ❑ The achievement gap will be eliminated in Minnesota.
- ❑ Students in Minnesota schools will be academically, socially, and emotionally supported by their teachers and other educational professionals in their schools.
- ❑ Our program completers will enter their first year of working in schools fully prepared and able to support student learning from their first day on the job.
- ❑ All teachers in Minnesota will have access to a high-quality induction system.
- ❑ Our program completers will see themselves as the stewards of the teaching profession and be taking on responsibilities for the preparation and support of beginning teachers.
- ❑ Schools will be places of learning for all those who cross their thresholds.
- ❑ The state of Minnesota will have a coherent set of policies related to the preparation, induction, and ongoing professional development of teachers.