

Tennessee Board of Regents Teacher Education Redesign



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BACKGROUND



Tennessee Board of Regents Teacher Education Redesign

Tennessee Teaching Quality Initiative Recommendations:

1. Characteristics of Quality Teachers
2. Professionalization of Teaching
3. Modeling
4. Mentoring



Tennessee Board of Regents Teacher Education Redesign:

1. Problem-Based Learning
2. School-based Residency
3. Mentoring
4. Close Partnerships with Local Schools
5. Shared Decision-Making & Leadership between Arts and Sciences and Education
6. Performance-based Assessment

Tennessee Framework for Evaluation and Professional Growth

Domain	Indicator
PLANNING	INDICATOR A: Establishes appropriate instructional goals and objectives.
	INDICATOR B: Plans instruction and student evaluation based on an in-depth understanding of the content, student needs, curriculum standards, and the community.
	INDICATOR C: Adapts instructional opportunities for diverse learners.
TEACHING STRATEGIES	INDICATOR A: Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area.
	INDICATOR B: Uses research-based classroom strategies that are grounded in higher order thinking, problem solving, and real world connections for all students.
ASSESSMENT & EVALUATION	INDICATOR A: Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions.
	INDICATOR B: Communicates student achievement and progress to students, their parents, and appropriate others.
	INDICATOR C: Reflects on teaching practice through careful examination of classroom evaluation and assessments.
LEARNING ENVIRONMENT	INDICATOR A: Creates a classroom culture that develops student intellectual capacity in the content area.
	INDICATOR B: Manages classroom resources effectively.
PROFESSIONAL GROWTH	INDICATOR A: Collaborates with colleagues and appropriate others.
	INDICATOR B: Performs professional responsibilities efficiently and effectively.
COMMUNICATION	INDICATOR A: Communicates clearly and correctly with students, parents and other stakeholders.

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OVERVIEW



Problem-Based Learning (PBL)

- Authentic, experiential activities
- Just in Time learning vs. Just in Case learning
- Application of knowledge
- Real-world teaching



Close Partnerships with Local Schools

- Establish mutually beneficial partnerships
- Collaborate with public schools to identify and meet their needs
- University faculty, Master Clinicians and mentor teachers, implement, supervise, and evaluate residency experiences
- Content and pedagogy are delivered by higher education faculty and school-based faculty

School-based Clinical Residency

- Preparation for pedagogy is structured around authentic experiences
- Tasks are aligned with identified school priorities
- Primary focus is on improved teaching and learning
- Candidates are introduced to school-based service learning opportunities



TBR Teacher Education Redesign Pre-Clinical Residency

Dimensions

Recruiting

- Emphasis on high-demand and STEM content majors
- Initiation in early undergraduate career
- Extension to high schools and community colleges

Selection

- Content expertise
- Dispositions

Competency Development through PBL, Supervision, and Service Learning

- Communication and collaboration
- Technology
- Schools as organizations—rules, regulations, and requirements
- The School culture

TBR Teacher Education Redesign Clinical Residency

Residency I	Residency II
<p>Gradual increase in days per week in schools</p> <ul style="list-style-type: none"> • One to two days per week in first two months • Three days per week in third month • Four days per week in fourth month 	<p>5 days per week in the schools</p> <ul style="list-style-type: none"> • 4 days per week in classroom teaching • 1 day per week in induction and mentoring
<p>Competency blocks or modules</p> <ul style="list-style-type: none"> • Cohort organization • Problem-based learning cases • Classroom and school observations • Teaching and learning demonstrations • Practice in individualized classroom interventions • Intensive mentoring • Content lectures as appropriate 	<p>Directed teaching responsibilities</p> <ul style="list-style-type: none"> • Analogous to traditional student teaching • Intensive supervision and mentoring by supervising teacher, Master Clinician, and professor
<p>Performance-based assessments associated with blocks or modules</p>	<p>Capstone assessment of content knowledge, pedagogical skills, and dispositions</p>
<p>Directed primarily by university-based Master Teachers and professors, in partnership with school personnel</p>	<p>Directed primarily by school personnel, in partnership with university-based Master Clinicians, and professors</p>

Performance-based Assessment

- Clear outcomes aligned with teacher characteristics identified in state framework
- Focus on P-12 student outcomes
- Multiple assessment gates
- Capstone performance assessment of all candidates
- Statewide performance assessment system
- Consistent, ongoing research and evaluation

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CHALLENGES



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- Developing reciprocal partnerships with schools
- Changing role and culture of university faculty
- Clarification of role of school-based mentor teachers
- Relocation to schools
- Scaling up
- Geography

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For more information, visit:

<http://www.tntqi.org>