



Teaching Quality Initiative



Tennessee Board of Regents Teacher Education Redesign

“By almost any standard, many, if not most of the nation’s 1,450 schools, colleges, and departments of education are doing a mediocre job of preparing teachers for the realities of the 21st century classroom. It is clear that teacher colleges need to become more rigorous and clinical.” -Secretary of Education Arne Duncan

What is the Tennessee Board Regents Teacher Education Redesign?

The Tennessee Board of Regents (TBR) Teacher Education Redesign virtually eliminates traditional university classroom seat time to provide teacher candidates with onsite real-world clinical experiences. Professional education components will be offered primarily in an organized, sequential modular structure. Preparation for pedagogy occurs primarily in actual teaching settings under collaborative supervision of university faculty and mentor teachers.

Why is the Tennessee Board of Regents redesigning its teacher preparation programs?

The Tennessee Board of Regents is redesigning its teacher preparation programs to address recommendations in the Tennessee Teaching Quality Initiative statewide report (2007), which identified key areas for improving teaching quality in Tennessee. Directors of Schools also have expressed concerns that our candidates are not prepared to teach upon entering the classroom as teacher of record. Our primary goals are to work with public schools to prepare teacher candidates so that they in turn have a positive impact on student performance from day one and to address the needs of schools.

What will the Tennessee Board of Regents clinical residency look like?

The residency will be divided into two parts over one year. Residency I will be directed primarily by university-based Master Teachers and professors and will comprise Problem-Based Learning cases, observation, and mentoring. Candidates in Residency I also will work as supervised tutors and in school support programs, at the discretion and need of the school. Residency II will involve direct teaching, similar to traditional student teaching. However, Residency II will provide intensive mentoring and supervision by Master Teachers and professors, in partnership with public school personnel, to ensure that residents develop required competencies.





TBR Teacher Education Redesign Clinical Residency

Residency I	Residency II
Gradual increase in days per week in the schools <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 	5 days per week in the schools <ul style="list-style-type: none"> • 4 days per week in classroom teaching • 1 day per week in induction and mentoring
Competency blocks or modules <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 	Directed teaching responsibilities <ul style="list-style-type: none"> • Analogous to traditional student teaching • Intensive supervision and mentoring by supervising teacher, Master Teacher, and professor
Demonstration of competencies via performance-based assessments associated with blocks or modules	Capstone performance-based assessment of content knowledge, pedagogical skills, and dispositions
Directed primarily by university-based Master Teachers and professors, in partnership with school personnel	Directed primarily by school personnel, in partnership with university-based Master Teachers and professors

How will the TBR Teacher Education Redesign be different from traditional teacher preparation?

The TBR Teacher Education Redesign prepares teachers by immersing them in teaching. Traditional college coursework in education has been replaced with competency-based experiences that relate directly to schools and teaching. Traditional student teaching has been replaced with intensively-supervised practice geared completely to improve student outcomes and to meet the needs of schools.

What's in it for public schools?

Central goals of the TBR Teacher Education Redesign are to improve P-12 student outcomes and to help public schools meet their goals and address their needs. TBR teacher preparation programs will bring significant resources to the schools to work toward these goals. These resources will include teacher candidates to provide tutoring, teacher support, small-group instruction, and other functions that schools identify to help them address their needs. They also will include university-based Master Teachers and professors to serve as partners with teachers and administrators to improve student outcomes. As a result, our teacher candidates will be ready to teach from day one.

The logo for the Tennessee Teaching Quality Initiative (TQI) features the letters 'TQI' in a stylized blue font with a yellow sunburst behind the 'Q'. Below this, the word 'TENNESSEE' is written in a smaller, spaced-out blue font. Underneath that, 'Teaching Quality Initiative' is written in a large, blue, serif font. The background is a yellow gradient with faint outlines of the state of Tennessee and some abstract light patterns.

TQI TENNESSEE Teaching Quality Initiative



How will the role of teachers and administrators change in the TBR Teacher Education Redesign?

The day-to-day functioning of schools, including teachers and administrators, will change minimally in the TBR Teacher Education Redesign. Perhaps the biggest change will be a larger presence of teacher candidates, professors, and university-based Master Teachers in schools. However, these additional professionals will work only with the permission of school administration and will focus on meeting school needs (e.g., mentoring, professional development, research, teacher support)

How will the role of university faculty change in the TBR Teacher Education Redesign?

The role of university faculty will change significantly in the TBR Teacher Education Redesign. Professors will work closely with university-based Master Teachers and school partners to develop teacher candidate characteristics that improve student outcomes and address school needs. They will serve as professional guides and mentors for candidates, rather than as traditional professors in university classrooms. They also will serve as partners with and resources to teachers and administrators in the schools that host our candidates. Much of their work will take place in the schools, where teaching practice actually occurs.

Were components of the Tennessee Board of Regents Teacher Education Redesign piloted?

The Tennessee Board of Regents piloted components of the teacher education redesign at two universities-East Tennessee State University and Middle Tennessee State University. The purpose of the two pilot sites was to help us understand how we can make the redesign better. The following challenges were identified: (a) developing strong mutually beneficial partnerships with local schools, (b) changing role of university faculty, (c) going to scale and (d) resources. We will work the next 3 years to address these concerns as we move toward full implementation in fall 2013.

