



K-12 | Teacher Preparation: A New Direction

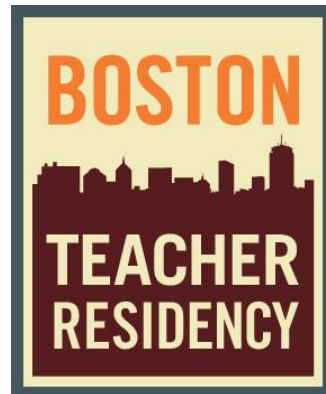
Moderated by Kelly Henson, Georgia Professional Standards Commission



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Boston Teacher Residency

Jesse Solomon,
Executive Director, BPE



Started by Boston Public Schools in 2003

Address three issues

1. Shortage of teachers in high-needs areas
(math, science, sped, teachers of color)
2. Half of all new teachers leaving within three
years
3. New teachers not prepared to carry out BPS'
instructional agenda

Program Structure

- 4 yr program: 13 month prep + 3 years induction
- 4 days/wk residency + 1.5 days coursework
- 2 summer components
- BTR licensing body - control all program elements
- UMass/Boston awards masters degree
- Residents clustered in 'Affiliate' schools
- Job placement in clusters: strategic opportunity for district
- Induction: individual & team coaching, capacity-building in schools

Program Staffing

- Mentors (BTR trains, compensates, supervises)
- Clinical Teacher Educators (CTEs): Blend theory & practice: teach courses, coach in schools, work with graduates
- Directors: oversee coherence, implementation in “residency affiliate” schools

BTR Stats

- High-needs areas
 - 40% of BTR graduates are teaching ESL or SPED
 - Half are teachers of color
 - 60% of newly hired BPS math and science teachers trained by BTR
- Retention (80% in Boston – in 11th year)
- Principal satisfaction (95% would recommend hiring a BTR graduate to a colleague)
- Early tenure rates double district average

Current Work & Future Directions

1. Student learning has to be bottom line
2. Blended “clinical” positions
3. Explicit instructional system
- ...
4. Concentrated training sites -> “Teaching Academy” schools

Blended “Clinical” Positions

- “Clinical Teacher Educators” who cross curricular components
- Combine three positions – align messages and expectations:
 1. Course Instructors: class work
 2. Site Directors: practicum
 3. Induction Coaches: support for graduates

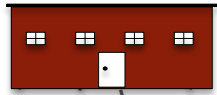
Explicit Instructional System

- Common Instructional Vision and Language
- Common Instructional Activities
- Gateways
- Common Set of Assessments

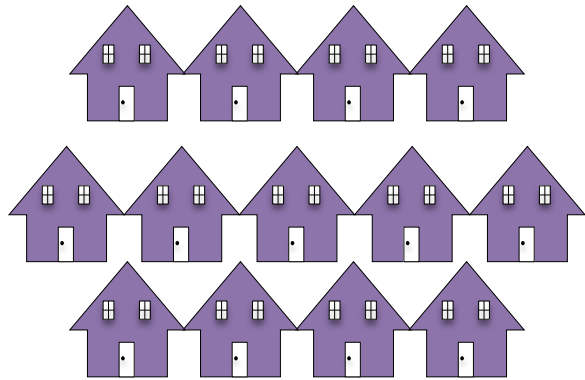
Concentrated Training Sites

Former Model

BPE



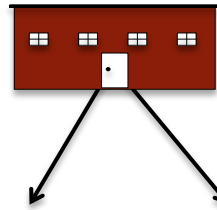
Residency Schools (9, down from 13))



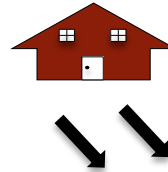
Placement

Interim step

BPE



BTR School w/ residents



Residency Schools (3) with concentrated residency model



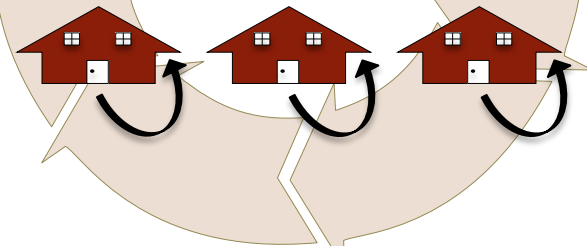
Placement

End vision

BPE



Teacher training academies



Placement

Teaching Academies

Teaching Hospital: institution that provides exemplary care for patients & training ground for excellent new doctors

BPE Teaching Academies are sites of deep teaching, learning, and improvement for both students and adults:

- Ambitious Instruction for all: Classrooms in which high rigor and engagement are the norm
- A coherent instructional guidance system
- Differentiated staffing model
- Data to inform decision-making and practice
- Collaborative practices that make learning and teaching public
- Strong family and community connections
- Dynamic R & D orientation – dedicated to learning and creating knowledge

Last Thoughts

- Human Capital is Necessary but not Sufficient
- Not an individual failure, but a systematic one
- Teacher development inextricably linked with school improvement

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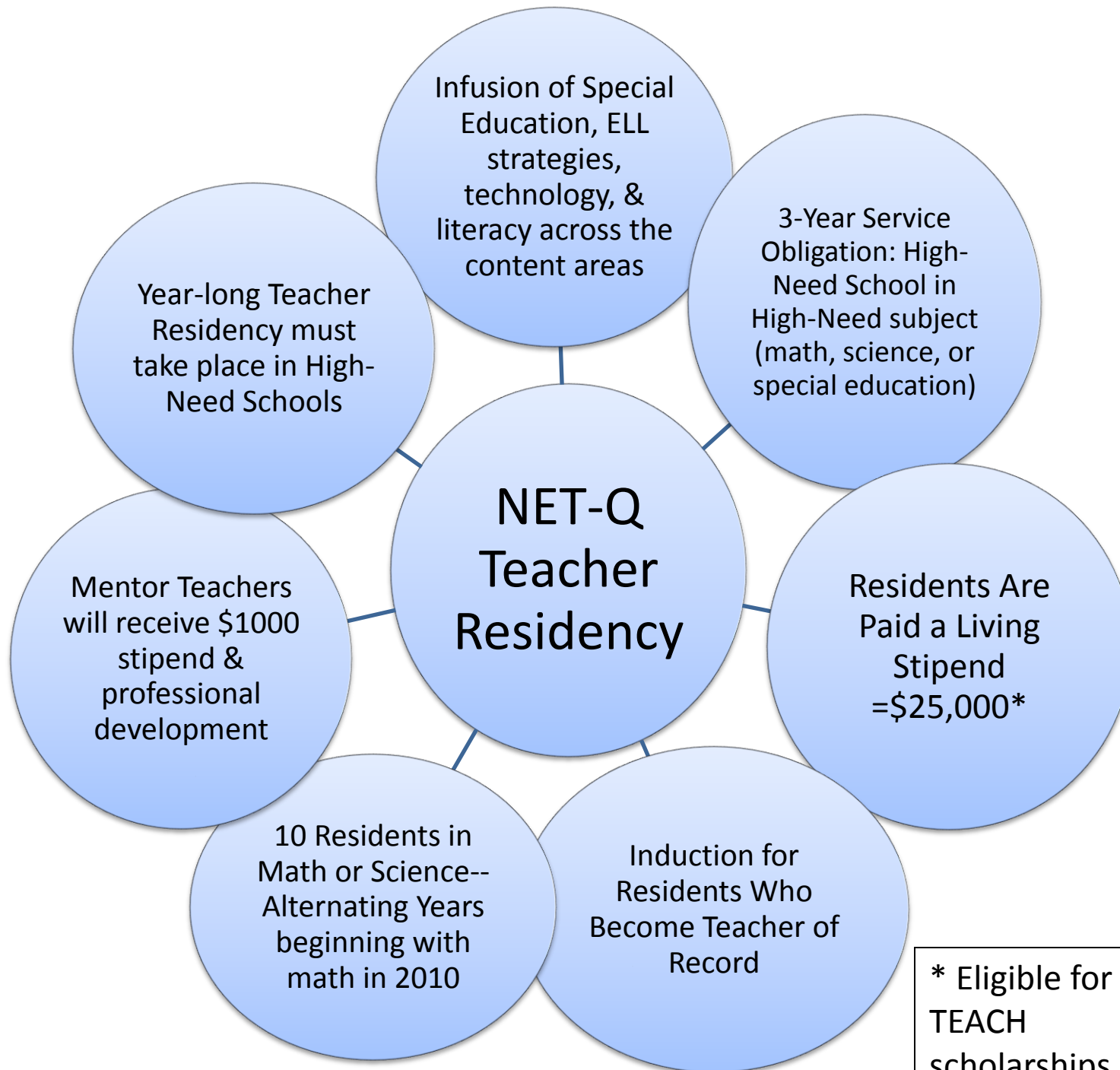
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**Gwen Benson, Associate Dean
College of Education, Georgia State University**



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* Eligible for
TEACH
scholarships.

Teacher Residency Recruitment and Application Requirements

- **Recruitment**
- underrepresented populations,
- mid-career professionals,
- former military personnel, and
- recent college graduates with a record of academic distinction.

Application Requirements

- meet GSU application requirements &
- must have a minimum 3.0 undergraduate GPA.
- interviewed by university faculty members from the College of Education and the College of Arts and Sciences in collaboration with NET-Q school representatives.

CCLC – What is it?

Cross Career Learning Community – A professional learning community that is based on the structure of Critical Friends Groups (CFGs) and includes both novice and experienced educators

CCLCs are designed to:

- **mentor** and **retain** new teachers
- draw on the particular expertise of its members (novice and experienced teachers, administrators, and university faculty) to increase **student achievement**
- use structured conversations to focus on **student work, dilemmas** of practice, and **data** from individual classrooms and the school as a whole

- ***Teacher development***

CCLC members support one another in improving instructional practices and untangling professional dilemmas with the goal of increasing student achievement

- ***Teacher retention***

86% of new teachers who participated in CCLCs returned for a second year of teaching (Black & Neel, 2007)

- ***School & system level capacity building***

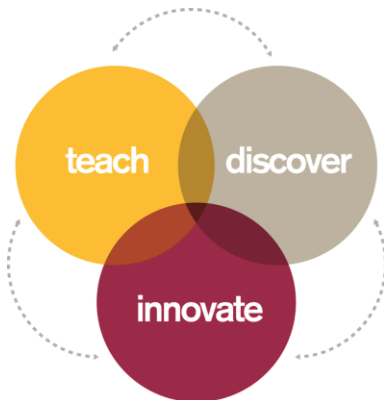
CCLC membership opens the door for school and system personnel to grow facilitative leadership skills

Improving teacher preparation

presented by

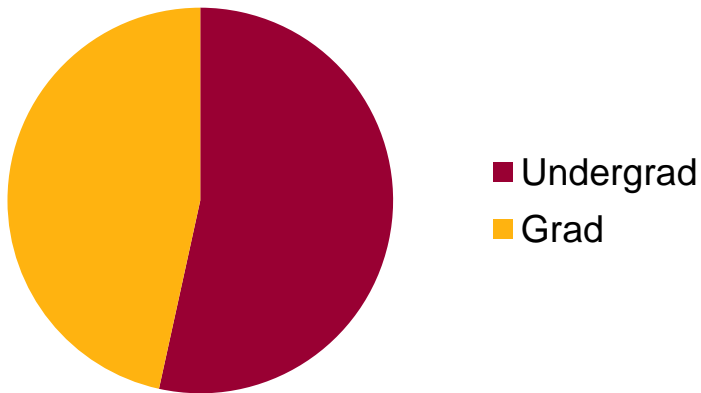
Dr. Mari Koerner, Dean

January, 2014

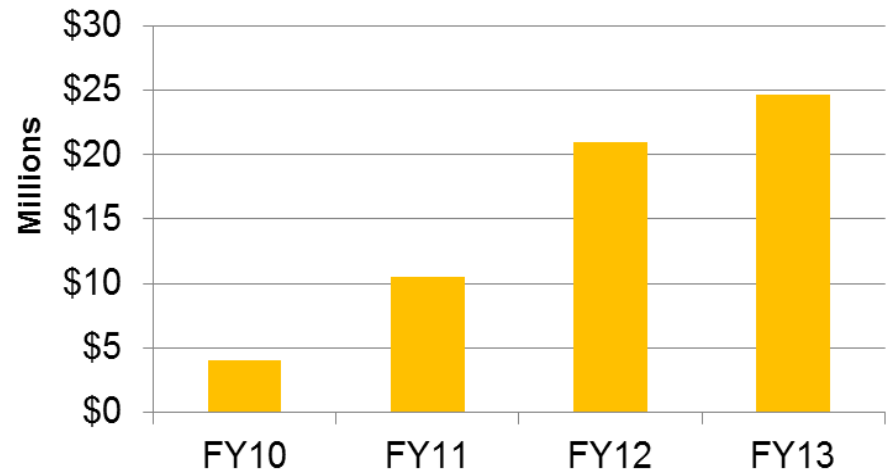


Mary Lou Fulton Teachers College

**6,000+ Students enrolled in
FY13**



Grant Expenditures



#24 ranked graduate school of education

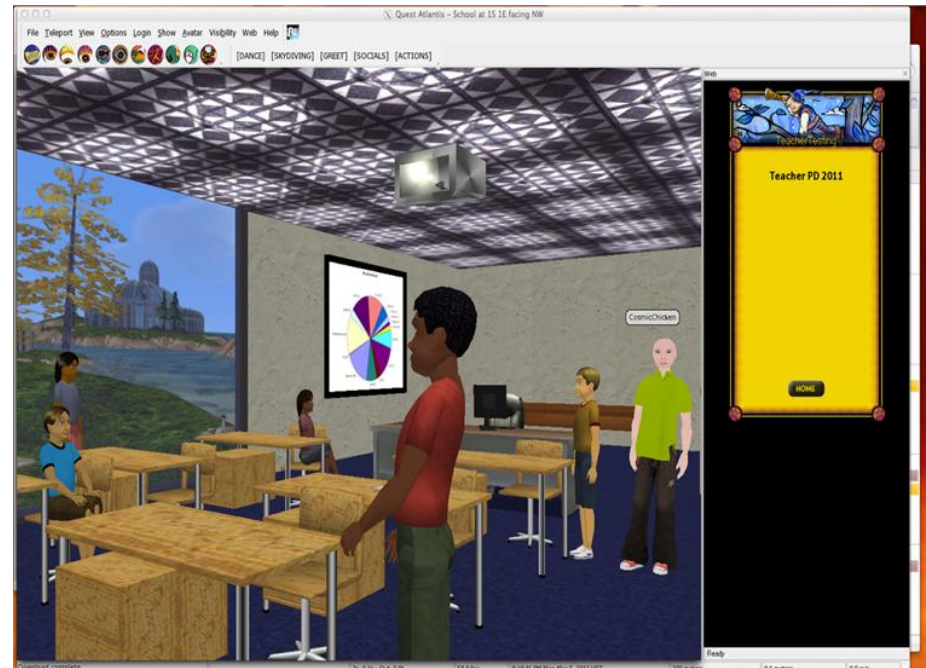
— U.S. News & World Report 2014

Rigorous and relevant content

- Cut education courses by 25%
- Added more math and science courses
- Worked with College of Arts and Science to develop math and science classes based on Common Core Standards
- Recruiting from Arts and Science majors
- Joint degree with Engineering

Junior Year

- Pre-residency clinical hours
- Interactive digital games focusing on professional and teaching skills
- Sanford Inspire Project



Apprentice-style model of teacher preparation

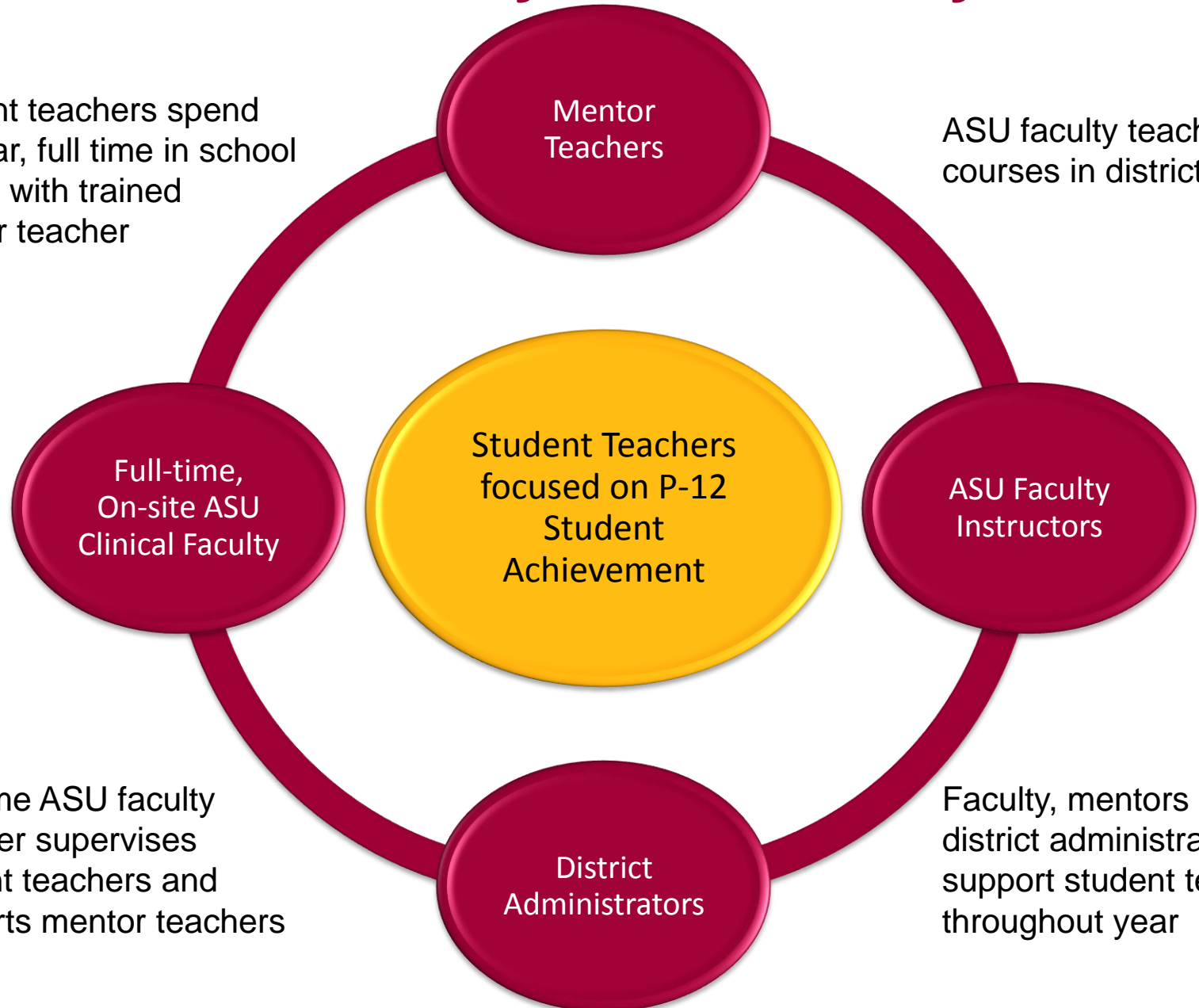
- Entire senior year spent in schools student teaching and taking courses without increasing time to earn degree
- Instruction by ASU faculty at district sites
- Goal is for graduates to gain confidence of second year teacher



iTeachAZ Senior-year residency model

Student teachers spend full year, full time in school district with trained mentor teacher

ASU faculty teach courses in district



Full-time ASU faculty member supervises student teachers and supports mentor teachers

Faculty, mentors and district administrators support student teachers throughout year

Components of senior-year residency



Rigorous student teaching experience

- Student teachers begin year with mentor teachers
- Student teachers co-teach with mentor teachers 4 days per week and take ASU classes one day per week
- Student teachers attend school and district level trainings
- Mentor teachers meet with ASU faculty once per month for professional development

Integration of theory and practice

- Coursework directly tied to work in classroom
- Assignments focused on how and what P-12 students learn in each content area (e.g., coursework tied to common core standards)
- ASU faculty and mentor teachers prepare student teachers to use data to inform instruction

Clear professional expectations

- Mentor teachers and student teachers trained on college professionalism rubric
- Mentor teachers and faculty evaluate student teachers on rubric 4 times per year
- Students held accountable for professional behavior throughout program

Performance-based accountability

Teacher Candidate Assessment Process

- Pre-conference
- Teaching observation
- Reflection and self-evaluation
- Post-conference
- Areas of refinement and reinforcement

Teacher Advancement Protocol (TAP)

- Student Teachers evaluated using research-based protocol
 - Instructional plans
 - Standards & objectives
 - Presenting instructional content
 - Activities & materials
 - Academic feedback
 - Managing student behavior

Impact in FY13

- 25 school districts
- 30 cohorts
- 1000+ student teachers
- 17 of 17 surveyed principals indicated they would hire Teachers College graduates again
- 87% of Teachers College undergraduate students pursuing jobs were employed 90 days after graduation (FY12 survey)



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