

UNIVERSITY OF MINNESOTA



Welcome

Teacher Education
Advisory Council



Collaboration

Preparation of Beginning Teachers



Feedback

Preparation Programs



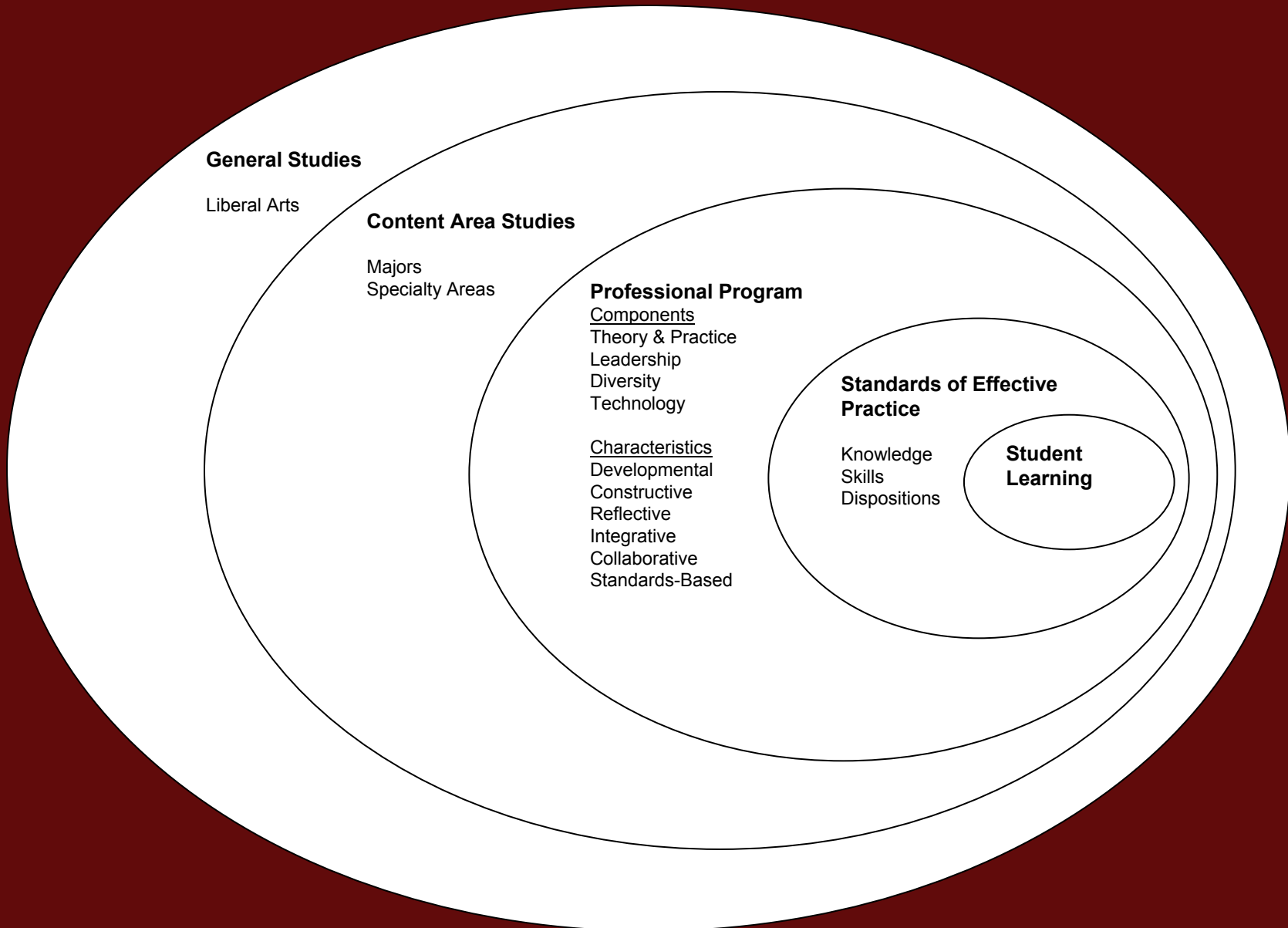
Review & Accreditation

**Minnesota Department of Education
Board of Teaching - BOT**

**National Council for Accreditation of
Teacher Education - NCATE**



Concentric Conceptual Framework



Elementary Education

- An Academic Major at UMM
- Most EIEd students:
 - Declare their major in the freshman year
 - Apply in the sophomore year
 - Meet requirements and are accepted into the program
- EIEd students are:
 - Successful
 - Experienced in multiple disciplines
 - Engaged in campus activities

Elementary Education

First Year in the Program (Junior Year)

Teaching and Learning Strategies

Literacy and Language Instruction in the Elementary School

Mathematics in the Elementary School

Practicum I: Field Experience in the Elementary Classroom

Preprimary Theory and Pedagogy

OR Middle Level Theory

Practicum II: Field Experience in a Preprimary Setting

OR Field Experience in a Middle Level Setting

Second Year in the Program (Senior Year)

Strategies for Inclusive Schooling

Social Studies in the Elementary School

Science in the Elementary School

Language Arts and Literature in the Elementary School

Health and Physical Education in the Elementary School

Practicum III: Beginning Student Teaching

Practicum IV: Experience in the Elementary School

Student Teaching

The Teacher and Professional Development

Elementary Education

Special Characteristics

- Rigorous and personal
- Professional connections
- New technology
- Research-based practice

Secondary Education

Fall Semester

Teaching the Middle and Secondary Student

Teaching and Learning Strategies

Practicum Experience in the Middle and Secondary School

Methods

Art

Communication Arts & Literature

Foreign Language

Mathematics

Music

Science

Social Science

Spring Semester

Student Teaching

The Teacher and Professional Development

Secondary Education

Day to Day, Week to Week

Fall Semester

Classes at university on Tuesday/Thursday

Field experience Monday/Wednesday/Friday

8-10 hours per week in the field for 8-10 weeks

Practicum culminates in a two-week full time pre-student teaching experience (general methods classes cancelled to accommodate)

Spring Semester

Student Teaching—11 weeks

The Teacher and Professional Development—last 3 weeks of semester

Upcoming Changes

Fall Semester

- Increased emphasis on content area reading
- Increased emphasis on differentiated instruction, special education
- Continued emphasis on multicultural education
 - Race and racial identity
 - Culture
 - Language, ESL
 - Socioeconomic Status/Social Class
 - Sexual Orientation
- Integrated treatment of the instructional cycle
- Weekly or bi-weekly seminars to integrate field experience
- Heavy emphasis on professionalism and ethics

Spring Semester

- Student Teaching
 - Week by week guide for student teachers
 - Weekly or bi-weekly seminars

Field Experiences

Logistics & Evaluation

Education

Tutor-Aide Practicum

Elementary Education

Practicum I: Field Experience in the Elementary Classroom

Practicum II: Field Experience in a Preprimary Setting

OR Field Experience in a Middle Level Setting

Practicum III: Beginning Student Teaching

Practicum IV: Experience in the Elementary School

Student Teaching

Secondary Education

Practicum Experience in the Middle and Secondary School

Student Teaching

Field Experiences

Elementary Education

Practicum I: Field Experience in the Elementary Classroom

- **Fall Semester – minimum of 40 hours**

Practicum II: Field Experience in a Preprimary Setting or Field Experience in a Middle Level Setting

- **Spring Semester – minimum of 40 hours**

Practicum III: Beginning Student Teaching

- **Fall Semester – First three weeks of school**

Practicum IV: Experience in the Elementary School

- **Fall Semester – one week in a classroom**

Student Teaching

- **Spring Semester – 11 weeks**

Field Experiences

Logistics & Evaluation

Key Questions:

- How does your school prefer we contact them?
- Who are the best people to contact when seeking practicum and student teaching placements?
- In what ways do the length and structure of the field experiences meet your needs? In what ways do they not? What suggestions do you have about length and/or structure?
- How do you understand your role(s) in the field experience?
- What suggestions do you have for improving communication and contact with partnering schools?

Literacy

“The concept of literacy involves a set of structures ranging from individual *skills, abilities, and knowledge*, to *social practices and functional competencies*, to *ideological values and political goals*”
(Soares, 1992).



Soares, M.B. (1992). *Literacy assessment and its implications for statistical measurement*. Paper prepared for the Division of Statistics, UNESCO, Paris. In Harris, T. & Hodges, R. (Eds.) (1995). *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, Delaware: International Reading Association.

Literacy



Reading First

Reading Next

Put Reading First developed by the Center for the Improvement of Early Reading Achievement and funded by the National Institute for Literacy followed up on the National Reading Panel's work in identifying effective practices in early reading instruction. Instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension is emphasized.

The *Reading Next* report by the Alliance for Excellence in Education and supported by the Carnegie Foundation, combines research and strategies designed to improve adolescent literacy (from grade three on). 15 key elements of effective literacy interventions are outlined.

Reading Legislation in Minnesota

122A.06 subd. 4: Current definition of scientifically based reading instruction.

We must include and integrate instructional strategies for continuously assessing, evaluating, and communicating students' reading progress and needs.

We must design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills.

Reading Legislation in Minnesota

8710.7200 Clock Hours: Minnesota Requirements for Renewal of Professional Licenses.

Requires all teachers to include reading training in licensure renewal.

Schools assess their local district reading needs and design appropriate long-term professional development to address needs.

R-Quality Teaching Network

Reading Legislation in Minnesota

Reading Licensure Rule 8710.4725

Requires all teachers at the secondary level (7-12) that teach a reading course to students to hold a Minnesota Reading License as of the fall of 2006.



Reading Legislation in Minnesota

Chapter 120B Curriculum and Assessment 120B.12 Reading Intervention

- ✓ **Literacy goal**-Have Minnesota's children able to read no later than the end of second grade.
- ✓ **Identification**-For the 2002-2003 school year and later, each school district shall identify before the end of first grade students who are at risk of not learning to read before the end of second grade. The district must use a locally adopted assessment method.
- ✓ **Intervention**-For each student identified the district shall provide a reading intervention method or program to assist the student in reaching the goal of learning to read no later than the end of second grade.
- ✓ **Staff development**-Each district shall identify the staff development necessary to ensure these goals are met.

Reading Legislation in Minnesota



122A.18 subd.2a,b: *All colleges and universities* approved by the Board of Teaching to prepare persons for classroom teacher licensure must include in their teacher preparation programs research-based best practices in reading that enable the licensure candidate to know how to teach reading in the candidate's content areas.





Board-approved teacher preparation programs for teachers of **elementary** education must require instruction in the application of comprehensive, scientifically based, and balanced reading instruction programs that:

1. teach students to read using foundational knowledge, practices, and strategies so that all students will achieve continuous progress in reading; and
 2. teach specialized instruction in reading strategies, interventions, and remediations that enable students of all ages and proficiency levels to become proficient readers .
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Literacy



- ✓ The Minnesota Board of Teaching monitors the work of teacher preparation programs in meeting the requirements of this legislation.
- ✓ The University of Minnesota Morris uses this definition in planning and developing reading and language arts courses and syllabi.
- ✓ University of Minnesota Morris teacher candidates are prepared with knowledge and skills to teach reading as described in this legislation.



Dispositions

Dispositions are defined as observable

Values

Attitudes

Traits

Essential to success as teachers and professionals

The UMM dispositions document is aligned with

The Minnesota Department of Education

The Minnesota Board of Teaching

The Minnesota Standards of Effective Practice

**The National Council For Accreditation of Teacher Education
(NCATE)**

Dispositions Listed on UMM Document

Collaboration

Ethics/Integrity

Equity/Respect

Efficacy/Commitment to Learning

Responsibility

Enthusiasm/Openness

Dispositions

**USED BY COOPERATING TEACHERS AND UNIVERSITY SUPERVISORS
DURING VARIOUS FIELD EXPERIENCES**

TUTOR AIDE PRACTICUM

OTHER PRACTICA

STUDENT TEACHING

**TO ASSESS STUDENT TEACHER'S GROWTH IN DISPOSITIONS
CONSIDERED NECESSARY TO BE AN EFFECTIVE EDUCATOR**