Thoughts about our new model

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WHAT WE CURRENTLY DO WELL (based on teaching and supervising in BMED and teaching one course in EDTE in the final semester of the program):

- Candidates are enthusiastic about teaching and about their students
- Candidates are open to new ideas and new experiences
- Candidates have a fairly good sense of lesson planning
- Candidates seem to be having success with student teaching
- Candidates have a strong but sometimes superficial commitment to educational equity
- Candidates have a strong work ethic
- Candidates receive strong but occasionally uneven support throughout the program (instructors, supervisors, coordinators)
- Candidates have basic knowledge of content pedagogy

AREAS FOR IMPROVEMENT (items are not proportional...):

- Candidates have a fairly superficial understanding of teaching (versus presenting, covering, lecturing)
- Candidates have scrambled ideas about educational equity and are prone to deficit thinking
- Candidates have limited knowledge of how to diagnose what an English learner needs (e.g., what a particular CELDT level means for instruction) and how to support English learners through instructional strategies AND modifications to the curriculum
- Candidates struggle to identify the big ideas and concepts that underlie their lessons; they focus on the parts with little sense of the whole
- Candidates appear to have sufficient knowledge of content pedagogy, but do not implement or activate those strategies effectively when planning
- Candidates’ content knowledge is uneven to weak
- We have weak links with our undergraduate programs ESPECIALLY in terms of the outcomes of early field experiences
- Lack of calibration in our student teaching supervision causes big inconsistencies in the use of our student teaching evaluation tool
- Lack of clear definition (at the program/curriculum level) of major transition points that are about authentic developmental benchmarks for candidates
Ideas for our program – 2 semesters

NOTE: the ideas, concepts, facts identified below could be part of different courses, guest lectures by partners, experiences in schools, etc. So who delivers them is unspecified at this time. AND, to the extent possible, all courses will be organized into 3 unit blocks with methods courses using the 2+1 structure.

• Week before semester begins:
  o Panel presentation by selected school partners (teachers, principal, parents, returning upper grades students), community representatives and university faculty about:
    ▪ History of the student teaching sites
    ▪ History of the community
    ▪ Assets in the community that support teaching and learning in the schools
    ▪ Key challenges in the community that impact teaching and learning in the schools
    ▪ New initiatives and ongoing efforts
    ▪ Hopes and dreams for students, schools and the community
  o Important orientation information that new teachers should know (mostly school and university folks)

• Weeks One, Two and Three: Overview of macro and micro context for teaching and learning
  o Basics for building a classroom community
  o Why do we learn this first? Basics of curriculum, standards, unit and lesson plans, and scope and sequence
  o Where are students now and where do they need to be by June? Understanding achievement indicators, benchmarks, and other forms of assessment that inform and guide teaching and learning
  o What should I know about my students and how do I learn it? Develop semester or year-long child study project question and focus

• Weeks Four through Thirteen: Using Coursework, Student Teaching and Extra Curricular Activities to Explore and Address Enduring and Dynamic Problems of Practice Related to...
  o the content areas (which ones...to be specified)
  o understanding and supporting student learning, growth and development
  o creating an equitable classroom community
  o supporting English learners and other learners with special needs
  o establishing partnerships with family and community
  o creating a teacher identity

• Weeks Four through Six or Seven: Preparing your first high quality lesson
  o In this lesson, the candidates will pull together – explicitly – what has been learned thus far about teaching and learning, lesson planning, curriculum, equity, supporting students with special needs, etc. etc. into one whole class lesson
  o It will be reviewed carefully by peers, CT, instructors, etc.
  o This would constitute a major transition point – READY to teach a whole class!
• Weeks Fourteen and Fifteen: I used to think… but now I know
  o Some kind of cross-course and student teaching activity where candidates “pull it all” together
• Week Sixteen: Panel presentation: key issues and initiatives revisited

  SEMESTER BREAK

• Weeks Seventeen through Twenty eight: Using Coursework, Student Teaching and Extra Curricular Activities to Explore and Address Enduring and Dynamic Problems of Practice Related to...
  o the content areas (which ones...to be specified)
  o deepening understanding and support student learning, growth and development
  o strengthening efforts to create an equitable classroom community
  o strengthening support for English learners and other learners with special needs
  o solidifying partnerships with family and community
  o fine-tuning your teacher identity

• Weeks Seventeen through Twenty five: Preparing for PACT/Submitting PACT

• Weeks Twenty through Twenty five: Preparing for solo teaching (another explicit benchmark)

• Weeks Twenty-five through twenty eight: Solo teaching

• Week Twenty nine: I used to think… but now I know
  o Some kind of cross-course and student teaching activity where candidates “pull it all” together