



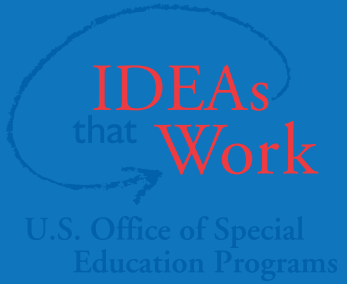
*DEVELOPING MUTUALLY BENEFICIAL CLINICAL PARTNERSHIPS
THAT PROMOTE ALL TEACHERS' ABILITY TO EDUCATE DIVERSE
STUDENTS IN INCLUSIVE ENVIRONMENTS*

PRESENTERS

- Mary Brownell, University of Florida
- Cara Richards-Tutor, California State University, Long Beach
- Amy Lingo, University of Louisville

GETTING TO KNOW YOU....

- Your job title/role
- Tell us about a recent positive clinical practice experience you have had as a teacher candidate, mentor teacher, or supervisor.



DISCLAIMER

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PRACTICE AND THE DEVELOPMENT OF EXPERTISE



THE ROLE OF PRACTICE IN IMPROVING TEACHING

- Practice opportunities involving observation and feedback were related to teacher education graduates' value-added scores (Goodson et al., 2019)
- Feedback repeatedly has been shown to improve teachers' performance (Cornelius & Nagro, 2014; Brock & Carter, 2017)
- Coursework combined with coaching was more effective than coursework alone (Neuman & Cunningham, 2009)

AND

- Teacher candidates assigned to effective mentors, determined by value added and observation scores, were more effective on those measures (Ronfeldt, Brockman, & Campbell, 2018)
- Teachers' experience is related to their students' achievement and behavioral outcomes – likely a practice effect (Feng & Sass, 2013)

NOT JUST AN PRACTICE OPPORTUNITY WILL DO!

- Focus on the critical aspects of effective teaching
- Involve modeling, feedback and analysis
- Scaffolded over time
 - Brownell, Benedict, Leko, Peyton, & Pua, 2019; Forzani, 2014)

CANDIDATES WILL BENEFIT . . .

- if there are opportunities to continue practicing, in more complex scenarios, the critical practices they are learning in coursework.

EFFECTIVE, SCAFFOLDED PRACTICE OPPORTUNITIES

- Depend on mutually beneficial partnerships that benefit schools, teacher candidates, teacher educators, and ultimately k-12 students.

MUTUALLY BENEFICIAL PARTNERSHIPS

- Characterized by:
 - Shared focus on critical skills
 - Shared ownership for teacher education across the career continuum
 - Teacher educators and school based mentors who are well versed in instruction, coaching, and providing feedback



TITLE

College of Education & Human Development



District/University Partnership

- . Teaching and Learning Pathway
- . Louisville Teacher Residency




Teaching and Learning Pathway:

Planning and Preparation

- Aligned the BS in Elementary Education and Middle and Secondary Education to the curriculum of the pathway
- Held two meetings with administration and faculty (UL and JCPS)
- Set monthly PLC meetings during academic year (district's Pathway teachers and UL faculty)


Planning and Preparation

- Communicating with school administrators
- Communicating with parents (UofL attending parent meetings)
- Supporting teachers in delivering the curriculum (e.g., PLCs, classroom visits, Google drive, email)



UNIVERSITY OF LOUISVILLE
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

TEACHING AND LEARNING
CIP 13.0101.00



JCPS
JEFFERSON COUNTY PUBLIC SCHOOLS

THE GROW-YOUR-OWN IMPERATIVE
DAN BROWN

Any road to a strong future for American education requires a new generation of highly-skilled, empowered educators. We're counting heavily on future teachers to provide powerful learning opportunities for the 50 million students in our public schools. [Dan Brown](#)

PATHWAY COURSES

Core Courses:

- 331030 The Learning Community [DC:EDTP 201 The Teaching Profession]
- 331031 The Learner-centered Classroom [pre-requisite 331030] [DC: EDTP 328 Building Learning Communities]
- 331032 The Professional Educator [pre-requisite 331031] [DC: EDTP 215 Foundations of Instruction]

Choose 1 credit from the following:

- 331033 Collaborative Clinical Experience (pre-requisite 331032)
- 331034 Principles of Career and Technical Education (CTE)
- An AP or Dual Credit Course in intended teaching discipline.

STUDENT ASSESSMENTS

During the beta year 2017-2018 students may participate in the following assessments:

- Pre-Professional Assessment and Certification in Education Fundamentals (AAFCs)
- Praxis I
- Educators Rising Micro-credentials (performance-based-assessments)

TEACHER QUALIFICATIONS

- Rank II
- 5 years of teaching experience


Exception:
To teach "Principles of Career and Technical Education" it is required to be:

- CTE teacher
- Rank II
- 5 years of teaching experience

BECOME AND ADJUNCT FACULTY @ UL COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT (CEHD)

- Send unofficial transcripts Dr. Amy Lingo amy.lingo@louisville.edu for pre-approval. 18 hours of graduate coursework in the field of Education. Master's in Education might suffice.
- Once you have been pre-approved please send official transcripts to:

Dr. Amy Lingo
Associate Dean for Academic Affairs & Unit Effectiveness
College of Education and Human Development
University of Louisville, Louisville, KY 40292



TEACHING AND LEARNING KDE SUMMER ACADEMY

Date: July 17-19, 2017
Time: 8:30 a.m. to 4:30 p.m. (EST)
Location: University of Louisville, Shelby Campus 9001 Shelbyville Rd. Hurstbourne, KY 40222
[Register](#) before Friday June 9

TEACHING AND LEARNING UofL & JCPS SUMMER PLC

Date: August 9, 2017
Time: 9:00 a.m. to 11:00 a.m. (EST)
Location: College of Education and Human Development – ERTC

TEACHING AND LEARNING UofL & JCPS PLCs 2017-2018

Time: 3:00 p.m. to 4:30 p.m.
Location: Seneca High School –UL classroom
Dates: (3rd. Thursday of every month)

September 21	October 19
November 16	January 18
February 15	March 15
April 19	May 17

PARTICIPATING SCHOOLS

Early Adopters:

- Candice Hunt -Atherton HS
candice.hunt@jefferson.kyschools.us

- Frances Ramey- Fairdale HS
frances.ramey@jefferson.kyschools.us
- Adrian Layne – Seneca HS
adrian.layne@jefferson.kyschools.us

New for 2017-2018:

- TBD – Academy @ Shawnee
TBD@jefferson.kyschools.us
- Cassidy Loew – Ballard HS
cassidy.loew@jefferson.kyschools.us
- Ashley Piatt – Moore HS
ashley.piatt@jefferson.kyschools.us
- David DiSalvo – Southern HS
david.disalvo@jefferson.kyschools.us

EQUIPMENT

College and Career Readiness office is providing:

- Laptop cart for each one of the Teaching and Learning pathways new 2017-2018.
- G-W Teaching Video Series
By Sharleen L. Kato, Ed.D.
ISBN: 978-1-61960-411
Goodheart-Willcox Publisher

TEXTBOOK

Schools will be responsible for buying:

- TEACHING
By: Sharleen L. Kato, Ed.D.
ISBN-10: 163126009X
- Student Workbook Teaching
By Nancy Henke-Konopasek
ISBN-10: 1605253367

NEED MORE INFORMATION CONTACT

Dr. Diane MacKenzie
Human Services, Education, and International Studies Specialist
Diane.Mackenzie@jefferson.kyschools.us
Phone: 205-485-3122
Work Cell: 502-424-8149

- Strengthened collaboration with various entities
- Enhanced communication, knowledge, and mentoring of high school teachers
- Expanded and revised curriculum map
- Increased rigor and teacher expectations of student performance

- Exposed more students to exploring teaching as a profession (120 dual credit students in Fall 2018 with more in Spring)
- Spurred other collaborations- (MTRP)
Multicultural **T**eacher **R**ecruitment **P**rogram
- Demonstrates an explicit and sustainable strategy through an innovative state, district and university partnership to address recruitment of high school students to teaching



UofL Teaching and Learning Pathway Preview Day

UofL

- Administrative logistics- build infrastructure to support the dual credit pathway
- Faculty effort on work plans for mentoring and classroom observations
- Materials to be developed for instructors and students
- Assessments and completing rubrics
- Supporting and communicating with teachers
- Admissions (no ACT score)

JCPS

- Teacher turnover (5 new teachers)
- Teacher credentialing (SACS requirements)
- Communication with school administration (guidance counselors)
- New initiative
- High school schedules (trimester, semester)
- Placement of students (placeholder vs. interest)
- Equity (dual credit)



Planned Changes

- Meetings with district administration (principals, counselors) to improve communication of the program
- Professional Development Work Session with JCPS teachers and UofL faculty to work on program curriculum map, course syllabi , Hallmark Assessments and course assignments

Louisville Teacher Residency



- “Diversifying the teacher workforce is possible through aggressive partnerships between states, districts, and EPPs, and can lead to dramatic improvements in educational equity.”
- [\(CCSSO, 2019\)](#)

Teacher Retention

- As many as half of teachers in urban schools in the United States leave within the first five years of teaching; in some urban school districts, the teachers leave as early as three years (Haberman, 2005; Hollinside, 2017)
- Teacher turnover rates for minorities are higher than those for white teachers. Ingersoll and May (2011) determined the biggest factors contributing to teacher turnover, according to teachers, was dissatisfaction with their job or a desire to obtain another position.

Urban Minority Teacher Retention

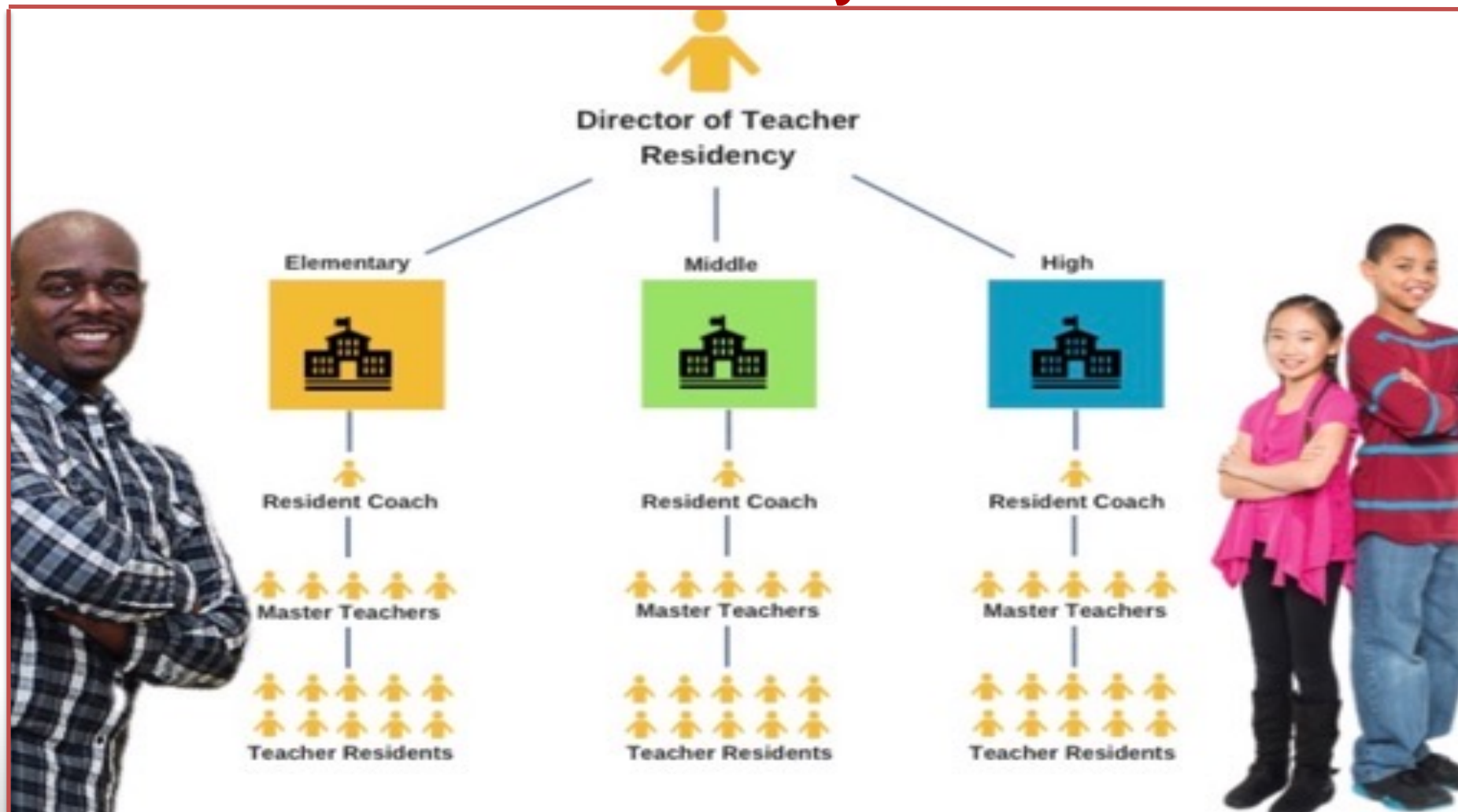
- Minority teachers enjoyed working in urban settings where the students can relate to them and the community feels like home (Kokka, 2016).
- Researchers have attributed the high teacher turnover in urban schools to cultural diversity, language barriers, and a high workload (Abbott, Moran, & Clarke, 2009).
- The preparation and retention of teachers of color in urban schools with majority students of color may serve as a solution to teacher attrition in high need schools for JCPS.



Urban Teacher Residency Training Model

- Methodology coupled with authentic clinical experiences
 - EDTP UTR 1, 2, and 3
- Real time, consistent coaching
 - EDTP 6MS
- Support team
 - Master Teachers
 - JCPS Support Staff and Administrators
 - University Mentor
 - CEHD Faculty
- Experienced third party consulting (Academy for Urban School Leadership)
- Vigorous recruiting and vetting of candidates

Urban Teacher Residency Model



Contributions: JCPS

Contributions	Results
<ul style="list-style-type: none"> • Program Director • Salary and Benefits <ul style="list-style-type: none"> Resident Coaches (3) Residents • Stipends <ul style="list-style-type: none"> Mentor Teachers • Professional Development • Assessment Coordinator/Instructor Stipends • Testing Support • Identification and vetting of residency candidates • Classroom space • Urban Ed. Teacher support 	<ul style="list-style-type: none"> • Qualified and certified teachers emerging from the teacher residency program in critical needs areas • A one-year, collaborative, teacher preparation program model for the district and state that prepares high-ability, diverse teachers to meet specific district hiring needs • Teachers prepared via a curriculum that equips them to address students' diverse needs and thus; increase student academic performance and achievement • A model for the district that addresses teacher retention • Strong district/university/KDE partnerships lead to sustainability of program

Contributions: UofL

Contributions	Results
<ul style="list-style-type: none"> • One-year certification pathway (MAT) • Tuition reduction • Faculty • PRAXIS Support • University supervisor for formal clinical observations and mentoring 	<ul style="list-style-type: none"> • Increase in student enrollment • Increase in program completers, persistence rates, and resiliency rates • Authentic, relevant, and rigorous field experiences prior to serving as a teacher of record • Program design (curriculum, instruction, and assessment) that addresses the needs and experiences of adult learners while meeting ALL SACS and CAE/EPSTB requirements • Strong district/university/KDE partnerships

Field Experience – Ideas and Support

- Engagement with diverse populations of students which include:
 - Students from across elementary, middle school, and secondary grade levels
- With the design of the Urban Teacher Residency Model, what ideas do we have to fulfil this requirement?



Master Teacher Requirements

Master Teachers will have:

- A valid teaching certification or license for each grade level and subject area taught.
- Taught at least three (3) years as a certified teacher.



CEHD Residency Program Sequence Elementary Education

Proposed Course Outline

Summer Term (1)	Fall Term	Winter Term	Spring Term	Summer Term (2)
EDTP UTR 1 (3hrs.) EDTP UTR 2 (3hrs.) EDTP DC (3hrs.) and *EDTP 597 (3hrs.)	EDTP 6CM (3hrs.) – L&SS EDTP UTR 3 (3hrs.) EDTP 6MS (1.5hrs.)	EDTP DC (3 hrs.)	EDAP 6CM (3hrs.) – M&S EDTP 518 (3 hrs.) EDTP 6MS (1.5hrs.)	EDTP DC (3hrs.) EDAP 677 (3 hrs.)
Total = 9 - 12 hrs.	Total = 7.5 hrs.	Total = 3 hrs.	Total = 7.5 hrs.	Total = 6 hrs.
Total = 30 - 33 hrs.				



CEHD Residency Program Sequence Middle & Secondary Education

Proposed Course Outline

Summer Term (1)	Fall Term	Winter Term	Spring Term	Summer Term (2)
EDTP UTR 1 (3hrs.) EDTP UTR 2 (3hrs.) EDTP DC (3hrs.)	EDTP UTR 3 (3hrs.) EDTP 6MS (1.5hrs.) EDTP DC (3hrs.)		EDAP 6CM (3hrs.) EDTP 620 (3 hrs.) EDTP 6MS (1.5hrs.)	EDTP DC (3hrs.) EDAP 677 (3hrs.)
Total = 9 hrs.	Total = 7.5 hrs.		Total = 7.5 hrs.	Total = 6 hrs.
Total = 30 hrs.				