

Re-Designing Teacher Preparation: Processes for Coherence, Continuity, & Consistency

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Presentation Overview

- 1) What prompted the work?
- 2) What did the work look like?
- 3) How does the assessment process work?
- 4) Wrapping up

What prompted the work?: Context of program redesign

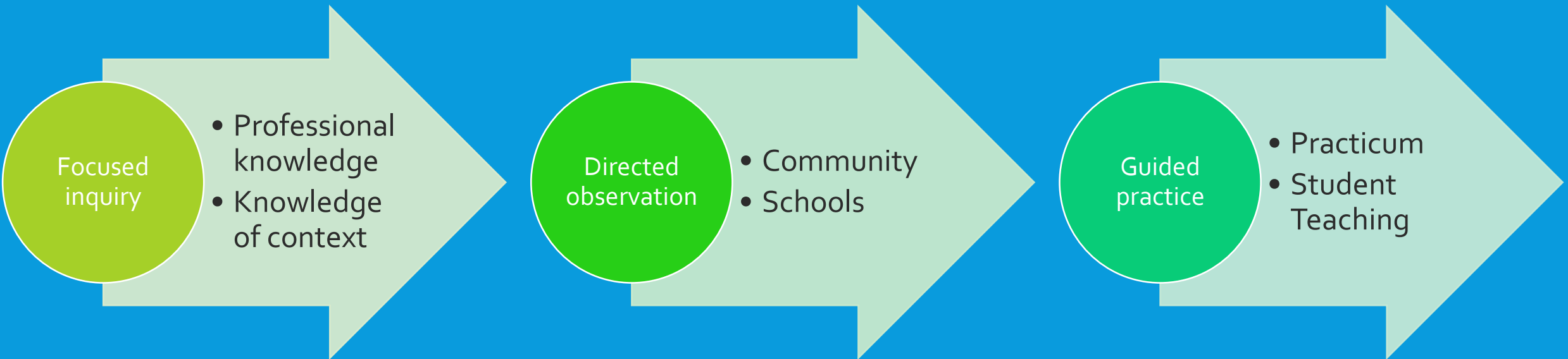
1. Desire for coherent and cohesive teacher education program
2. New state requirements including candidate performance assessment and competencies
3. New CAEP standards

What did the work look like?: Overview of the process

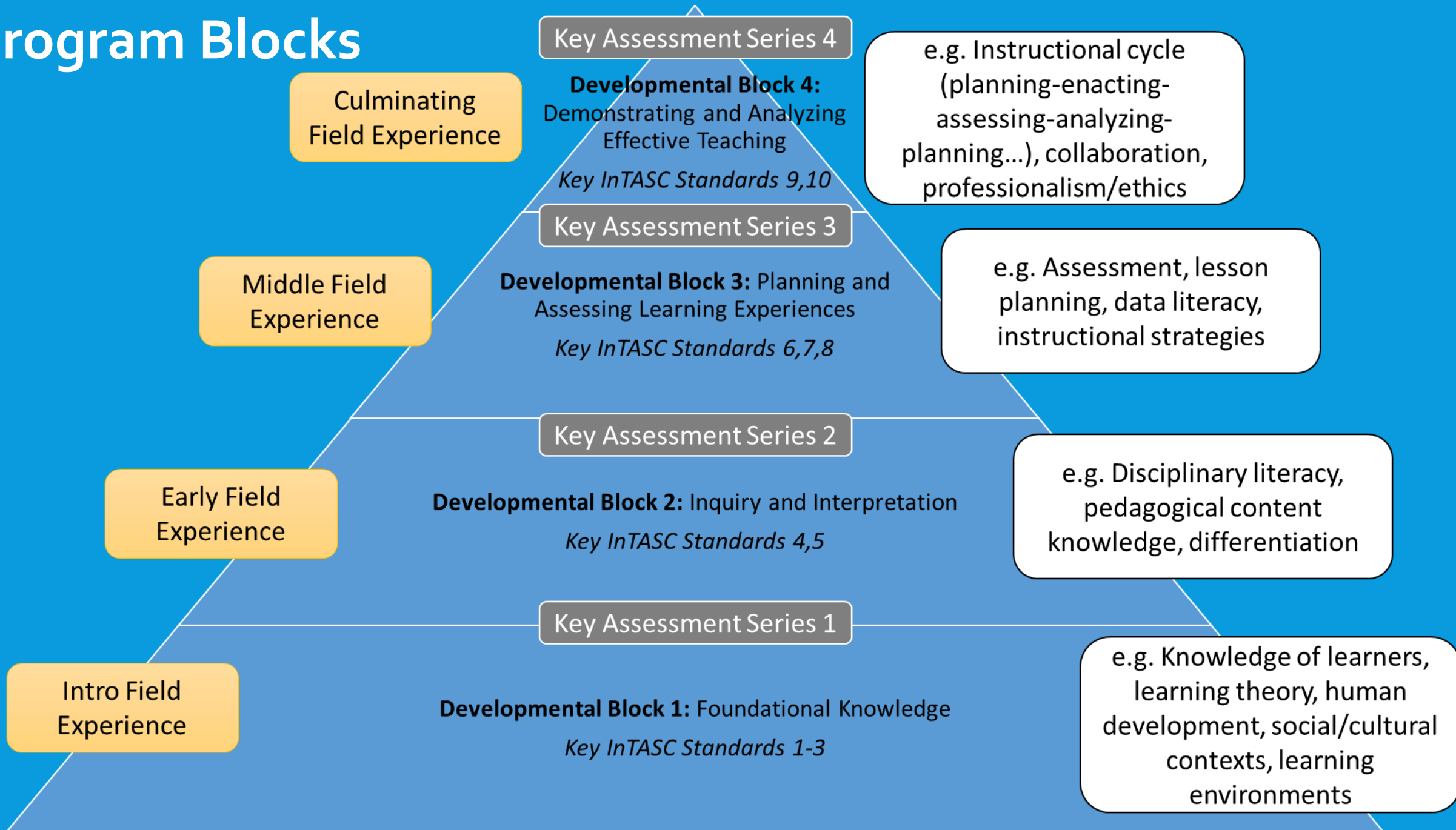
1. Development of a shared vision of teaching and learning teaching
2. Organization of program into developmentally sequenced blocks centered on INTASC standards
3. Construction of common key assessments focusing on individual INTASC standards
4. Situation and alignment of program coursework within each block
5. Development of shared field experiences

Shared Vision

Learning Teaching: Conceptualization



Program Blocks



Key Assessments

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Aligning Coursework

COURSE TITLE

TCH-ED 430/5430 Analyzing Learning Environments in Urban Contexts

CERTIFICATION PROGRAMS

Language Arts; MS Science; MS Social Science; MS Mathematics; Secondary English; Secondary Sciences (ALL); Secondary Social Science; K-12 Art; K-12 World Languages; MAT (ALL)

COURSE DESCRIPTION

This course serves as the major vehicle for articulating a programmatic construction of *classroom management* as establishing productive learning environments, facilitating social interaction, and planning relevant and engaging learning experiences based upon deep knowledge of individual students' contexts and cultures.

DESE TRANSITION PLAN COMPETENCIES & CREDIT HOURS

Classroom Management (2), Cultural Diversity (1)

INTASC STANDARDS

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

SLOs w/ RELATED READINGS, EXPERIENCES, & ASSIGNMENTS

SLO 1: Teacher candidates will identify characteristics of learning environments in high- and low-performing urban schools.

Assessment System Map

Teaching Performance



Candidate Skills & Knowledge



Key Assessments



Developmental Blocks



Individual Courses

Assessment Process

Course SLOs



Course Assignments



Learning Experiences



Readings/Viewings

Hypothetical Examples

See session handouts



Questions and Comments?



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