



TC2 Urban Teacher Residency: Lessons Learned

June 2015

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Objectives

- **Understand the TC2 residency program**
- **Examine the implementation data used to inform program planning and revision**

Residency Model

Develop and maintain partnerships

Develop partnerships – institutions) of higher education and district(s)

Design, measure, refine

Design residency program – coursework and clinical model; ongoing program assessment

Recruit

Recruit candidates, faculty, schools, cooperating teachers, candidates

Prepare

Rigorous coursework integrated with yearlong co-taught clinical practice; cooperating teacher PD and support

Support

Job placement support and ongoing coaching and support

Partners

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TC2 Urban Teacher Residency 15-16 Overview

Term 1	Term 2	Term 3	Term 4
<p>Courses:</p> <ul style="list-style-type: none"> ● Introduction to Education ● Science OR Math Methods and STEM-based Education ● Racial Equity & IDI ● Differentiation: ESL ● Differentiation: Special Education <p>Additional sessions:</p> <ul style="list-style-type: none"> ● Residency Orientation ● Introduction to MNSEPS ● Code of Ethics ● Residency Norm-setting ● Entry Advising 	<p>Courses:</p> <ul style="list-style-type: none"> ● Clinical Practice (follow school schedule) ● Science OR Math Methods and STEM-based Education ● General Methods and STEM-based Education ● Educational Psychology ● Differentiation: ESL <p>Additional sessions:</p> <ul style="list-style-type: none"> ● EdTPA ● Roundtables at school sites ● ENVoY 	<p>Courses:</p> <ul style="list-style-type: none"> ● Clinical Practice (follow school schedule) ● Science OR Math Methods and STEM-based Education ● Differentiation: ESL and Special Education ● Reading Across the Content Areas (online) <p>Additional sessions:</p> <ul style="list-style-type: none"> ● EdTPA ● Portfolio advising ● Interview preparation ● Roundtables at school sites 	<p>Courses:</p> <ul style="list-style-type: none"> ● Chemical Health (online) ● Reflection & Professional Dev ● Historical Foundations of Education (online) <p>Additional sessions:</p> <ul style="list-style-type: none"> ● Portfolio presentations ● Exit advising
5 credits	10 credits	9 credits	4 credits

Program licensure areas

	Math 5-12	Chem 9-12	Life 9-12	Physics 9-12	Gen Sci 5-8
Cohort 1 2012-2013	4	2	1	0	0
Cohort 2 2013-2014	4	5	3	0	5
Cohort 3 2014-2015	4	2	4	0	3
Cohort 4 2015-2016	3	4	2	2	2

Program completion, hiring, and retention

	# enrolled	# licensed	# teaching 13-14	# teaching 14-15
Cohort 1 2012-2013	8	7	7	6
Cohort 2 2013-2014	12	12*	n/a	12
Cohort 3 2014-2015	8 (down from 10)	8**	n/a	n/a
Cohort 4 2015-2016	12 admitted	Pending	n/a	n/a

*two candidates not teaching on full-time licenses due to MTLE

**expected completion June 2015 pending program completion and passing MTLE

Lesson Learned: Recruitment

Data	Revision
<p>Specific criteria for resident selection is crucial for resident success</p>	<p>Identified priority selection criteria aligned to TC2 teaching standards:</p> <ul style="list-style-type: none">→ coachability→ professionalism→ cultural competence→ ability to connect content knowledge to students

Lesson Learned: Mentor PD

Data

Co-teaching PD alone is not sufficient to prepare teachers to be effective mentors

Revision

→ Offer continuous support to cooperating teachers through an on-site liaison and ongoing mentoring PD.

Lesson Learned: On-site Support

Data	Revision
<p>A residency school liaison (field coordinator) on site is a key to program success</p>	<p>Liaison's role includes:</p> <ul style="list-style-type: none"> → Matching → Monthly teacher PD → Monthly roundtable sessions → Resident progress monitoring → Regular formative feedback → Resident formal evaluations → Support teachers' assessment of residents → Ongoing support to pairs → Communication

Lesson Learned: Coaching for Differentiation

Data	Revision
Residents and cooperating teachers want more support in EL and SpEd differentiation	→Continue differentiation course for residents →Add differentiation session taught by course instructors to mentor PD schedule

Mentor Professional Development - Revised for 15-16

Developed in partnership with Minneapolis Public Schools

Date	Topic*
August	Co Teaching and residency coursework overview
September	Building rapport, mentor role, resident development
October	Observation skills and tools
October	Optional professional planning day
November	Coaching language and conversations
November	Optional classroom environment PD
December	Dilemmas of practice and difficult conversations
January	Co Teaching Pairs (for new pairs); planning day
February	Methods-Differentiation; EdTPA
March	Methods-Formative Assessment
April	Optional professional planning day
May	Lessons learned and celebration

*each regular session has a community check-in and an integrated technology mini-lesson

Lesson Learned: Resident Performance

Data

Residents need ongoing feedback and support to meet standards in clinical practice

Early communication and evidence-based feedback is necessary to improve practice

Revision

- Balanced schedule for formative feedback and summative assessments
- Remediation plan put in place

Lesson Learned: Clinical and Coursework Connections

Data	Revision
<p>Residents reported wanting more connection between some of the coursework and clinical practice</p> <p>Cooperating teachers want more knowledge about coursework.</p>	<ul style="list-style-type: none"> → Core-instructors do clinical observations → Share coursework overview with cooperating teachers → Coursework instructors lead some PD → Liaison (field coordinator) to teach fall methods course

Lesson Learned: Sustainability and Partnerships

Data

While valuable to the partners, it is complex and costly to run a program with multiple universities

It is challenging to operate a program that is 100% dependent on grant funding

Revision

- Explore options for replication with a single university / district partnership
- Replicate aspects of the program internally at IHE to transform a current program
- Explore different financial models



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