

High Quality Teacher Preparation: Moving from Internship to Residency

National Association for Alternative Certification
Chicago, IL - Thursday, March 10, 2011

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G o v e r n o r s S t a t e U n i v e r s i t y

Voice of a Teacher



“The GSU Alternative Certification Program is so thorough. I feel like I am more prepared for my graduate program because of the expectations of the GSU program. This program seemed to be overwhelming while going through, but I believe my teaching style, lesson plans and creativity allow me to stand toe to toe with the best veteran teacher or regular education teachers and still be able to hold my own. The program is worth all the time, effort, and money – every day I look into the eager eyes of my students, I get a return on my investments.”



G o v e r n o r s S t a t e U n i v e r s i t y

Administrator Perspective

Partner Superintendent:

“The Governors State University Alternative Certification Program has filled a tremendous gap in our region. This program exemplifies a true partnership between the University and the partner elementary school districts. In addition to providing high quality teachers who are committed to teaching in depressed socioeconomic areas, and having a positive impact on student outcomes, the program has provided an exemplary model of quality induction and mentoring.”



Excellence!

The GSU Alternative Certification Partnership was selected as one of six national finalists for the 2006 Christa McAuliffe Award for Excellence in Teacher Education by the American Association of State Colleges and Universities (AASCU)



G o v e r n o r s S t a t e U n i v e r s i t y

A sampling of demographics...



Districts 2009-10	% Low Income	% Mobility	% White	% Black	% Hispanic
Posen Robbins	92.8	29.5	5.6	44.6	48.5
Matteson	56.2	25.9	5.5	88.5	3.8
Ford Heights	99.5	25.1	0.0	98.6	1.4
Chicago Heights Elementary	91.8	34.6	4.3	40.8	44.6
Chicago Heights Secondary	75.6	18.7	15.5	55.8	22.7
Dolton	88.5	24	0.4	97.1	1.02



Chicago Southland Region Teacher Quality Partnership

Funded by the
U.S. Department of Education
Co-Directors: Dr. Karen Peterson and Dr. Pam Guimond,

\$7,172,773

12 of 121 proposals funded nationwide



G o v e r n o r s S t a t e U n i v e r s i t y

Teacher Quality Partnership Goals

- Improve student achievement
- Improve the quality of new and prospective teachers by improving the preparation of perspective teachers and enhancing professional development for new teachers
- Hold teacher preparation programs at institutions of higher education accountable for preparing highly qualified teachers
- Recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force



Key Components of Grant

- Collaboration between Colleges of Education and Arts and Sciences
- Development of MAT in Urban Teacher Leadership in the areas of:
 - Eled
 - Middle School/Secondary math and science
- One year residency based on the medical model
- Turnaround leadership initiative in partnership with MILE
- Integration of the Arts
- Technology focus/Universal Design for Learning
- Evaluation based on impact on student learning
- Comprehensive induction with intensive mentoring
- Serve as a catalyst for reform at GSU and partner districts



Moving to the Residency

*TEACHING IS
INTELLECTUALLY
COMPLEX, DIFFICULT AND DEMANDING
WORK,
AT LEAST AS
COMPLICATED AS NEUROSURGERY*

Jonathan D. Saphier, Ed.D.
Executive Director
Research for Better Teaching



G o v e r n o r s S t a t e U n i v e r s i t y

Malcolm Gladwell - Outliers

The 10,000-Hour Rule

The belief that excellence is achieved
through impressive hours of
dedicated practice



Flexner Report, 1910

“The Report (also called Carnegie Foundation Bulletin Number Four), called on American medical schools to enact higher admission and graduation standards, and to adhere strictly to the protocols of mainstream science in their teaching and research. Many American medical schools fell short of the standard advocated in the Report, and subsequent to its publication, nearly half of such schools merged or were closed outright.”



Flexner Report – Emphasis on Field-Based

"An education in medicine," wrote Flexner, "involves both learning and learning how; the student cannot effectively know, unless he knows how."



Alt Cert Internship - Lessons We've Learned...



ESSENTIALS for quality:

- ◆ Rigorous selection
- ◆ Nurturing the partnerships
- ◆ Importance of the Administrator Role
- ◆ Mentoring the mentors
- ◆ Closely monitoring progress



Lessons We've Learned....



- The number one issue for our candidates as novice teachers is not classroom management, but school culture
- We can be proud we do not certify all candidates...





- ◆ We blend theory to practice....by having coursework taught by university professors and master teachers.
- ◆ Dispositions matter! A major focus - “flexibility dealing with ambiguity.”
- ◆ The importance of the focus on children of promise and resiliency throughout the program...



Residency – Lessons We're Learning

- Importance of lead teacher mentor selection
- Focus on co-teaching
- Lead Teacher Mentor Learning Community
- Field Experience Application course
- Strong links with district administrators



Importance of Lead Teacher Mentor Selection

- Developing a strong protocol
- University and district/partnership



Co-teaching

Marilyn Friend

The six co-teaching approaches are:

- one teach/one observe
- one teach/one assist
- team teaching
- station teaching
- parallel teaching
- alternative teaching

The Co-Teaching Connection

<http://www.marilynfriend.com/>



G o v e r n o r s S t a t e U n i v e r s i t y

Mentor Learning Community

- Bi-Weekly meetings
- Discuss:
 - mentor expectations
 - mentor strategies/protocols
 - strengthen mentor knowledge base and skills
 - brainstorm problem-solving strategies



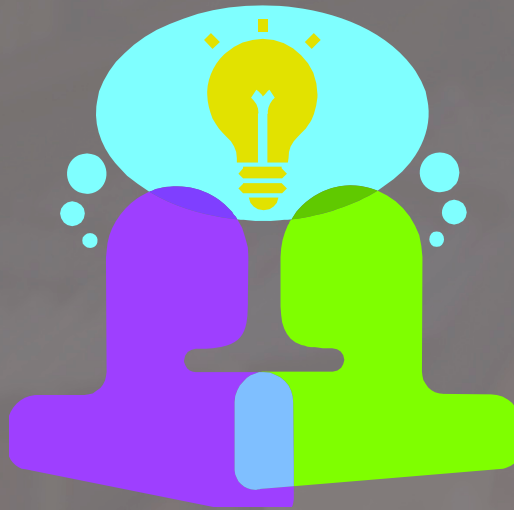
Field Experience Application

- Developing a course for focused mentor/protégé work



Benefits and Challenges Intern and Residency

- From the beginners' perspective...



Benefits

Intern

- Full responsibility with 2-3 hours weekly of support
- First year teacher salary

Resident

- Two teachers working with students
- Mediated responsibilities
- Meta-cognitive emphasis
- Full time mentor support



Challenges

Intern

- AYP pressure
- Time for mentor interaction
- School culture understanding of “intern”

Resident

- Right mentor match-up
- Limited full responsibility
- Structure of M/R Interaction
- Moving beyond student teaching mind-set
- Lead teachers’ understanding of our preparation requirements
- School culture understanding of “resident”



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