

Progress Report

Malcolm Price Laboratory School Closing

Education and Student Affairs Committee

Chair: Regent Katie Mulholland Vice Chair: Regent Greta Johnson

Presented by:

President, Benjamin J. Allen
Dean, College of Education, Dwight C. Watson
April 25, 2012



TRANSITION TEAMS





9. Commemorative/Celebrate MPLS History



8. PLS Donors & Nielsen Fund



7. Archive, Record Retention and Transferring



Team Leaders

- 1. Lyn Countryman
- 2. Ginny Arthur
- 3. Becky Hawbaker Melissa Heston Cherin Lee
- 4. Michael Hager
- 5. Stacey Christensen
- 6. Michael Hager
- 7. Lyn Countryman
- 8. Bill Calhoun
- 9. Lyn Countryman
- 10. Michael Licari
 Dwight C. Watson

6. Facility & Assets





3. Clinical Experiences



4. Child Development Center



5. Communication



K-12 STUDENTS TRANSITION UPDATE

March 1

- Parents officially notified MPLS to close June 30, 2012. A 45-day extension was granted to complete open enrollment forms.
- Parents are sent weekly emails with transition updates and specific topics are addressed, such as transition/counseling opportunities, open enrollment and transfer of student record information. http://www.uni.edu/program-changes/malcolm-price-laboratory-school

March 5, 20, 22

Student-focused transition events were held at MPLS with Cedar Valley school representatives.

March 29, April 4, 9, 10

Cedar Valley schools held open houses and tours for MPLS students and families.

April 11

• Cedar Falls principals and guidance counselors met with MPLS administrators and counselors to work on transition events/opportunities.

April 17 and ongoing

 Cedar Valley schools continue to offer personalized visits and student shadowing opportunities for MPLS students and families. Each school also has an orientation/transition program for all new students.



CLINICAL EXPERIENCES

LEVEL	Clinical Experience	Purpose	Annual # Students	Placements
1	- 30 hr. experience over 10 weeks	Prior to acceptance to T.E. program, focus on multiple teacher roles	700	Throughout Iowa (most are within 50+ area schools)
II	- 25 hr. experience - 2 lesson TWS*	Assessment,instructional planningWrite a Level II TWSTeach 2 lessons	600	Primarily Cedar Falls schools, some Waterloo schools
III	- Elementary and Middle Level: Complete a 1 week (40 hours) immersion - Secondary varies by program	Become involved in instructionTeach one day	600	 Local concentration in Cedar Valley Also statewide and nationwide (National concentration – Aldene, TX)
IV	- 2 full time 8 week placements - Full TWS*	- Teach units- Assess student learning- Write a TWS	600 	Statewide (470) Nationally (100) Internationally (30)

^{*}TWS = Teacher Work Sample – a performance assessment which requires students to demonstrate their competence in assessment, instructional planning and strategies, and apply theory to practice.



CLINICAL FIELD EXPERIENCES UPDATE

March 1 and ongoing

• Team meets weekly to review two models. Level II experiences were changed from hourly to blocked sections (2 hours on MWF / 2.5 hours on T TH for 8 weeks).

March 26, 27, 28 and ongoing

- Met with CF/W schools' site coordinators.
- Met with CF/W superintendents and personnel involved with clinical experiences.

April 3 and ongoing

- UNI students register for fall 2012 Level II and III clinical field experiences.
- Clinical field experience faculty job descriptions and qualifications are defined.

April 3 - May 25

- Define goals and objectives for Level II and III.
- Solidify roles for site coordinators, mentor teachers and field experience faculty.
- Enlist Cedar Valley teachers as mentors (75-80 teachers).



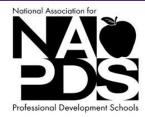
LEVEL II EXPERIENCE

LEVEL II	<u>Currently</u>	<u>2012-2013</u>
Time:	25 hours total 1+ hour/day 4 weeks	2 hour blocks M W F 3 hour blocks T Th 8 weeks
Placement:	Most are at Malcolm Price Lab School	Primarily Cedar Falls schools Some Waterloo schools
Purpose:	Apply learning theories to practice instructional planning, strategies, management and motivation	Apply learning theories to practice instructional planning, strategies, management and motivation
Students:	Usually sophomores and juniors accepted into teacher education program	Usually sophomores and juniors accepted into teacher education program
Typical Activities:		Write a Level II TWS Teach 2 lessons



PROFESSIONAL DEVELOPMENT SCHOOL (PDS)

- National Association of Professional Development Schools (NAPDS) is a national organization, dedicated to promoting school/university partnerships in support of teacher education, PK-12 student achievement, educational research, and professional development.
- Expand the successful PDS model that was piloted in 2007-2009, and was developed even further during 2010-2012.
- Maximize benefits to host students and all levels and support increased classroom interaction, coaching and mentoring.
- PDS Model includes rural partnerships in high-need districts (linked to Teacher Quality Partnership (TQP) grant).
- Ongoing and reciprocal professional development.









SPRING 2012 TIMELINE

February/March – UNI Team Meets

 Plan for implementing an expanded PDS model for Level II students

April 2 and ongoing -Students registering for all levels of clinical field experiences:

 All course changes in place

April 11, 18, 20 and ongoing – UNI Team meets with Cedar Falls and Waterloo principals:

- Develop curriculum for Level II
- Plan for recruiting and selecting Level II mentor teachers
- Define mentor teacher roles for Level II
- Plan for operationalizing a new field experience model that uses clinical experience faculty to teach, support and mentor

By May 25 – Complete recruitment of 75-80 Level II mentor teachers from Cedar Falls and Waterloo:

- Plan professional development for mentor teachers
- Clinical field experience faculty develop curriculum
- Meet summer and fall to prepare new Level II mentor teachers



RESEARCH & DEVELOPMENT MODEL

Iowa's Research and Development Center for Education Innovation will:

Be the clearing house for education innovation

Conduct transformative research

Provide professional development for practicing teachers

Generate solutions to pervasive PK-12 issues, concerns and policies

Synergize existing services of other active PK-12 centers across the university and the state



SUMMARY

- Enhances opportunities to prepare preservice teachers to be successful in a diverse, global environment.
- Strengthens culture of diversity, collegiality and collaboration.
- Increases research capacity and grant seeking opportunities with other universities, the department of education and local education agencies.
- Expands connectivity and innovative professional development opportunities with school districts as partners in teacher preparation.





