

**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



### 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
I	- 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 planning - Write a Level II TWS - Teach 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 instruction - Teach 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 <hr/> 2500	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.

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

**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



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

- 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.

