



The University of South Dakota

# Educate for Success

Today's Learners: Tomorrow's Leaders



Bush Foundation



The University of South Dakota

# Recruit

## Current

- Passive Recruiting
- 100 graduates/year
- Third year admission
- No freshman scholarships
- No consideration of market needs
- Traditional admission methods

## Future

- Recruit 200 quality students/year
- Establish targeted recruiting and admissions, especially American Indians
- Develop freshman Honors admission group
- Create scholarships
- Secure a high school liaison
- Develop a first year experience course for Ed majors and undecided students
- Develop marketing program
- Increase scholastic standing of teacher education candidates



## Current

- Traditional program
- Content classes not linked to methods classes or field work
- Courses, content and PK-12 school needs minimally aligned

## Future

- Clear alignment of content courses, pedagogy and clinical experience
- PK-12 co-teaching of content and methods with faculty
- Emphasis on 21<sup>st</sup> century skills, Project Based Learning and diverse learners – emphasis on American Indian and ELL students
- Quality field supervisor training, clinical PK-12 on-site faculty, ongoing professional development and development of teaching/learning electronic repository



The University of South Dakota

# Prepare cont...

## Current

- 12 weeks of student teaching
- Cooperating teachers receive 1 hour of training

## Future

### Field Experiences:

- Develop progressive four year program to provide clinical experiences
  - Year One – Decision to Teach - Observation of master teachers
  - Year Two – Reason to Teach- Community Service and Study
  - Year Three – Preparation to Teach - Focused observation and extensive teaching
  - Year Four – Commitment to Teach - Full year Educational Residency with embedded coursework and 12 week Externship

### New Certificate Programs:

- Educating American Indian Students
- English Language Learners
- Project Based Learning
- Inquiry Based learning



## Current

- Schools selected geographically without regard to emphasis or need
- No training for field-based mentors
- No commitment to hiring our graduates
- No data on performance of graduates with PK-12 learners

## Future

- Establish criteria for selection of partner districts and mentor teachers.
- Focus on districts with diverse populations: Sioux Falls, Sioux City, Vermillion & Wagner
- Focus on schools with the willingness to:
  - Hire our graduates
  - Partner in a supportive 3-year induction period
  - Engage with the University in developing, assessing and aligning the program
  - Participate in an ongoing needs assessment process to use in program decision making and evaluation of graduates
  - Train field-based mentors and supervisors in research-based practices, coaching and mentoring techniques (face-to-face and electronically)
  - Allot staff time for planning and mentoring



## Current

- Minimal contact with teacher education graduates after graduation
- USD email accounts cut off after graduation
- PDC model available for 1/5 of graduates hired in targeted PDC schools
- Faculty assistance for graduates is inconsistent

## Future

- Extend support following graduation through mentoring and PD support
- Evaluate effectiveness through achievement of PK-12 students
- Develop a three year induction program
  - Year One – Frequent observation/evaluation, demonstration teaching and instructional coaching. Social Networking/Virtual Coaching available if needed
  - Year Two – Promote a professional development plan which includes mentoring support and graduate programming
  - Year Three – Continue with professional development plan and remedial support (if necessary) focused on PK-12 student growth
- Involve USD “Teacher Success Team” for individual support



## The U Promise (3 years)

We promise that new USD teachers who successfully complete the Educational Residency year will:

- Demonstrate knowledge in the subject area for which they are recommended for licensure
- Show evidence of student accomplishment by enabling all PreK-12 students, including those from diverse groups, to achieve at higher levels
- Use data to monitor PK – 12 student progress toward continuous improvement and modify instruction using evidence-based practices
- IF AN INSTRUCTIONAL PROBLEM EXISTS – THE **U. PROMISE** ENSURES THAT USD WILL “FIX” THE PROBLEM AT NO COST TO THE DISTRICT OR STUDENT.



The University of South Dakota

# Sustainability

- Increase from 100 to 200 graduates per year will provide on-going programming resources
- Short Term Initiatives
  - Race to the Top Application
  - Teacher Quality Partnership Application
- Long Term Initiatives
  - South Dakota Opportunity Scholarship (Expansion)
  - Scholarship Endowment with USD Foundation
  - Pursuit of Private Partnerships
    - USD Donors and Teacher Education Alumni
  - School District Cost Sharing



The University of South Dakota

# Institutional Factors

- Distinguishing features
  - Four year progressive program with clinical experiences and full year residency with personalized externship
  - Project based learning format emphasized in relevant courses
  - Statewide connectivity to Master Teachers
  - Partnerships across the state & region
  - Focus on American Indian students
- Graduate effectiveness
  - PACT based model – work samples, video segments, performance rubrics to assess and improve teacher performance
  - Partner with Bush Foundation on system-wide PK – 12 assessments to measure impact on student learning



The University of South Dakota

# Executive Summary

- **Recruit** more students of higher quality and greater diversity through an aggressive recruiting program driven by market needs.
- **Prepare** candidates in relevant and rigorous 21<sup>st</sup> Century programming grounded in clinical and residency experiences that emphasize diversity and utilize embedded coursework.
- **Place** candidates in settings with partner schools that reinforce effective research-based instructional strategies.
- **Support** graduates through coaching and relevant graduate work with a focus on annual student achievement goals.
- **Partnerships** with school districts, communities, Tribal Colleges, and local, state and federal agencies will ensure future success.