



# MREA Presentation on the Teacher Preparation Collaborative Program

“Discover the heart and art of teaching.”

*A Partnership between Area School Districts  
and Winona State University-Rochester*

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# Original Program Steering Committee

## Rochester Public Schools

- Sheila Blakley, Century HS
- Becky Koelin, John Marshall HS
- Lynette Lenocho-Craft, REA
- Jeff Lunde, Mayo HS
- Fran Reisner, Willow Creek MS
- Pam Haack, Director Teaching and Learning
- John Fredrickson, Mayo HS Principal
- Faye Sandven, Willow Creek MS Principal
- Lesley Schellenberg, Director Staff Development
- Rick Stirn, John Marshall HS Principal

## Winona State University

- Ken Gorman, Interim Dean of Education
- Nancy Eckerson, WSU-R
- Jan Karjala, WSU
- Melanie Reap, WSU
- Pat Tolmie, WSU
- Jan Sherman, WSU-R

## Winona Area Public Schools

- Scott Hannon, Administration
- Paul Durand, Superintendent
- Pat Blaisdell, Human Resources Director

# Purpose

- The TPC program is a Post-Baccalaureate Licensure Program at the Secondary level that provides a non-conventional pathway to teacher licensure focused on experiential learning and delivered collaboratively by Winona State University and partner school districts.

# Statement of Purpose

- To attract and retain the best teachers in our public schools;
- To improve training and support, including mentoring for new teachers, on-going professional development for interns and veteran teachers ;
- To strengthen new teachers with the talents and energies of our current educational teacher leaders.

# Initial Program Offering

The TPC program was approved and coursework began at WSU-Rochester in the summer of 2006.

# Key Features of the Program

- Provides a route for content experts with a bachelor's degree to enter the field of teaching;
- Involves a year-long practicum for teacher licensure, preceded by intensive summer pedagogical course work and field experiences;
- Allows veteran teachers and higher education faculty to collaborate in the professional development of new teachers;
- Allows secondary schools to become a professional development school model;
- Contributes to the infrastructure of secondary schools;
- Enables curricular and instructional support for secondary schools' staff.

# Licensure Categories

Individuals with the appropriate academic content preparation may complete licensure requirements for grades 5-12 in the following categories:

- Business Education
- Chemistry \*
- Communication Arts and Literature
- Earth Science\*
- Life Science \*
- Mathematics
- Physics \*
- Social Science

\* Note post-baccalaureate candidates may opt to seek licensure in these fields for grades 9-12 only. Middle Level is recommended



# Admission Requirements for Interns

Candidates for this program must:

- Hold a Bachelor's Degree in appropriate field from a regionally accredited institution;
- Have an overall GPA of 2.75 and a GPA of 3.0 in major for licensure area;\*
- Provide evidence of successful completion of the MTLE Basic Skills (Reading, Math, and Writing) –OR– ACT plus writing tests; and MTLE Content test\*

# Admission Requirements for Interns

- Complete application materials.
  - Letter of Application
  - Resume
  - 2 Recommendations
- Participate in an interview and selection process by WSU/District Committee.
  
- \* Candidates who are unable to meet these requirements have the option to meet with a WSU academic advisor to develop a plan for remediation

# Minnesota Standards of Effective Practice (SEPs)

- 1) Subject Matter
- 2) Student Learning
- 3) Diverse Learners
- 4) Instructional Strategies
- 5) Learning Environment
- 6) Communication
- 7) Planning Instruction
- 8) Assessment
- 9) Reflection and Professional Development
- 10) Collaboration, Ethics, and Relationships

# How Standards Are Met

## Gate-keeper Courses/May Term

- REDG 605: Adolescent Development, Learning, and Assessment (5 credits)
- REDG 604: Clinical Practice 40 hour field experience (1 credit)

## Summer Coursework

- REDG 600: Improvement of Instruction and Curriculum Planning (3 credits)
- EDFD 608: The Diverse Learner (4 credits, including field experience)
- EDUC 529: Secondary Reading and Teaching Strategies (3 credits)

# How Standards Are Met

## Fall Coursework

- REDG 650: Teacher Induction and Curriculum Orientation (3 credits)
- REDG 651: Induction Practicum (4 credits)

## Spring Coursework

- EDFD 559: Professional Educator (3 credits)
- REDG 651: Induction Practicum (4 credits)
- Program Total: 30 credits (beyond the Bachelor's Degree)

# Master's Degree Option

- Interns who complete the licensure program have the option of completing a Master of Science in Education Degree with an additional 17 credits.
  - REDG 623(3)
  - REDG 640(3)
  - REDG 675(3)
  - REDG 618(2)
  - + 6 graduate credits in content area approved by the advisor

# Role of the TPC Coordinator

- Supervise the year-long practicum;
- Support, observe, and mentor the intern;
- Support the Coaches in their mentoring role;
- Plan and deliver REDG 650 seminars;
- Plan and deliver Coach seminars;
- Provide curriculum and instructional support to secondary staff;
- Serve as the University liaison for the student teachers/interns.

# Qualifications of Intern Coaches (Practicing Highly Qualified Teachers)

- Recommended by District Administration;
- Minimum 5 years teaching experience;
- Demonstrated excellence in teaching;
- Willingness to take a Coaching/Supervision of Instruction course;
- Experience in working with student teachers and/or mentoring of new teachers;
- Experience in staff development.



# After Selection Candidates Must:

- Sign an agreement indicating willingness to complete WSU summer coursework prior to a year-long full time internship in an area middle school or high school.
- Successfully complete Education 605 coursework and classroom practicum during May term.
- Complete a Content Review and all portfolio recommendations required by WSU content Professors
- Be recommended to the Board of Teaching for a Limited Intern License (second semester)
- Agree to take the MTLE Pedagogy test as required for licensure at the end of the year-long internship
- Complete an E-folio during the year-long internship that demonstrates competence in the content field for licensure and the Minnesota Standards of Effective Practice.

# Intern Expectations

- Co-Establish Professional Growth Goals with Coach
- Weekly reflections and discussions at Seminars
- Multiple observations of teachers/programs with written reflections (i.e. ALC, Targeted Reading, etc.)
- Complete the edTPA (Fall Semester Summative Assessment)
- Complete the MN Standards of Effective Practice E-Folio (Spring Semester Summative Assessment)

# Expectations Continued

- Professional readings and professional development opportunities (district or external)
- 9 formal observations completed by the Intern's Coach
- 4 formal observations completed by the TPC Coordinator
- Recommended formal observation completed by building principal

# Major Transitions Points

- BA Degree 2.75 Cum. GPA and 3.0 Content GPA
- MTLE Pass – Basic Skills & Content Area
- Content Review
- Transcript Review
- Background Checks
- Student Teaching Evaluation (2)
- Dispositions/Code of Ethics Assessments (2)
- edTPA
- SEP E-folio and Presentation
- Coursework Completion
- Content Review Sign-off
- End of Year Evaluation
- Final GPA 2.75/4.0

# Some Additional Support Provided

- Love and Logic PD
- Anti-Bullying PD
- Mandated Reporting Module
- Panel Discussion with area Principals/  
Superintendents
- Mock Interviews
- Resume development and application process
- Standards of Effective Practice (E-folio) on-  
going support

# Finances

- Program currently is designed to be supported primarily through differential tuition and fees paid by interns.
- Coaches are given a stipend for their additional responsibilities.
- Coaches also earn 2 graduate credits from WSU (fee is waived).

# Value Add for School Districts

- Professional development of current teaching staff
- District's partnership with WSU
- Develop and observe new teachers in action as prospective employees
- Increase our pool of candidates in hard-to-hire fields where there are limited number of candidates
- Co-teaching experiences for intern/coach and students
- Release time for teaching staff can provide time for collaborative teaming, curriculum development, staff development, etc.
- TPC interns can assist with summer school programming for middle school and high school students as a part of intern summer preparation
- Benefit from depth of knowledge from candidates coming from relevant career experiences

# Value Add for WSU

- Being recognized as a leader in development in the field of an innovative program
- Partnering with K-12 in delivering experiential learning in an authentic educational setting
- Being recognized as meeting the needs of alternative pathways to licensing teachers in MN
- Ensure quality through the Gate keeping course(s) that the candidate is capable and qualified to continue the process toward a teacher licensure.



# 2014-2015 Interns

- Eleven (11) Interns are placed in five area school districts: Rochester, Byron, Triton, Austin, and Owatonna
  - One Earth Science Intern
  - One Physics Intern
  - One Life Science Intern
  - Two Mathematics Interns
  - Three Business Interns
  - Three Social Studies Interns

# Program Results

# 2006-2014 Intern Numbers and Licensure Categories

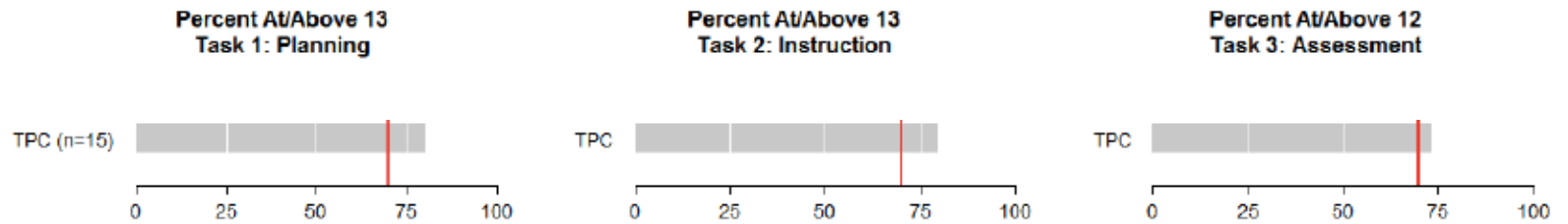
- 6 Mathematics
- 12 Business Education
- 3 Chemistry
- 8 Communications
- 2 Earth Science
- 10 Life Science
- 5 Physics
- 11 Social Studies

# 2015-2016 Interns

- Eight (8) Interns placed in area public school districts:
  - Two (2) Life Science Interns
  - Two (2) Mathematics Interns
  - Two (2) Business Interns
  - Two (2) Communication Arts/Literature Interns

# TPC edTPA Results

Degree Earners with 15 Valid Rubric Scores (Fall 2013 – Spring 2015)



**MN BOT Standard: 70% Pass Rate**

# WSU's STEM Village & Education Village

