1. Integration with the Professional Sequence

In the Design Teams, we have been involved in a collaborative discussion on content (the "what" to teach). How do we begin to discuss collaboratively the pedagogy (the "how" to teach)? This "how" to teach discussion needs to include both the methods courses and the clinical practice components of preparing our students to become teachers.

Notes:
- Methods teachers need to be modeling the most effective teaching practices that allow students to be highly engaged and use metacognitive activities to break apart the teaching act.
  - How did I design this (learning targets, standards)?
  - What did I do (inquiry, cooperative groups, jigsaw)?
  - How did I evaluate the effectiveness (application, assessment)?
- Minimal standards for this metacognitive analysis of instruction need to be institutionalized.
- Clinical practice components must be designed around "reflective practitioners" (rubrics, self evaluations). All need to be based on reflective practice.
- L&S needs to be using engaging learning practices to teach; teachers teach the way they were taught.
- L&S departments need to come up with a statement of learning objectives and defined minimal pedagogical standards.

- Pedagogical content and content pedagogy be used by all faculty and instructors in the L&S and SOE courses in the program (use "methods" and "best practice").
- Secure fiscal and structural (people too) support for the continued "weeding and fertilizing" of teacher education content courses, including tenure considerations.
- Secure fiscal and structural (people too) support for meaningful field/clinical experience that highlights good methodology and best practice.

2. Stimulating Research

One of the guiding principles of the Teachers for a New Era program is that teacher education programs be built upon evidence from research and practice. In addition to work in program assessment and evaluation, the Steering Committee of the Milwaukee TNE would like to encourage more research focused
on improving teacher education (related to the overall objectives of TNE). This applied research can be expected to inform both practice and innovation, draw upon interdisciplinary teams, and link academics to practitioners. The Steering Committee would appreciate input on the following issues related to research: What kinds of research issues might faculty in the arts and letters and science have an interest in? What issues would MPS teachers and administrators have? Would there likely be an alignment between these? What models for organization and/or incentives would stimulate research on teacher preparation and student learning?

**Notes:**
- How do we design research to benefit content in professors’ research areas?
- Benefits:
  - Finding others with similar problems
  - Clichés can be of benefit
  - Collecting data on clichés
  - Not all people are interested in research
- What do we know about teaching (new book coming)?
- What are professors’ expectations of their students in regards to content and pedagogy?
- What are the beliefs of students entering SOE - highly researched?
- We are urban based; how do we impact future teacher preconceptions of community?
- What do teachers really believe about the prep, members of committees?
- What is our two-year domain of teaching?
- Are there some common questions we should ask students (that could be used across classes) that would help monitor change in preconceptions?
- Is there a systematic way of examining what works? - much info on aspects of this.
- Parent involvement - assessment of how satisfied parents are.
- Are support networks in content fields in areas teachers are interested in more successful?
- Would teacher leaders (approached through leadership and technology) be advantageous?

3. **Program Assessment**

Program assessment is central not only to the work of the Teachers for a New Era program, but also for UWM following up the NCA accreditation review this past year. How can program assessment be encouraged throughout courses that prepare teachers, including courses in content knowledge, pedagogy and practice? How can teachers (UWM faculty, MPS teachers) expand their own knowledge about and practice of assessment in their own courses? How can we create a community of people interested in assessment? What types of research on assessment would be useful to inform the practice of teaching?

**Notes:**
- Training and assessment goes beyond content knowledge - did the kids learn and how did you know?
- How do we use the assessments? Hopefully to assess your teaching as well as learning, e.g. content area literacy and cross-curricular units.
- At university - don’t really model good teaching - more lecture style.
- This type of conversation is useful for creating a community interested in assessment of teaching and learning.
- Develop a partnership between university personnel and specific (not high performing) schools.
- Can support, not assessment, at school live through coaching, mentoring, observing, and being sure to offer meaningful and culturally relevant material?
- When working together to research, we need to go beyond a culture of negativity.
- Assessments need to be frequent, not just on mid-term and final exams.

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- What is assessment?
  - Students
  - Pupils
  - Programs
    - Evaluation of program/faculty
- MPS needs modeling
- Literacy assessment needs to be addressed (including UWM/MPS faculty)
  - Develop tools
  - Multiple tools
  - Tools used to inform practice
- Gap in assessment between how discipline/major is assessed and what education majors need.
- Need to develop appropriate assessment tools and a defined assessment program needs to be modeled.
- Real content can sometimes clash with content in schools or disbelief of students.
- What does it really take to "click?" 5 courses? 10?
- Relevance/Relationship/Rigor ---> content in the courses/discipline, teachers/faculty inform university students.

4. Induction

The first few years of teaching are now formally recognized as a time when new teachers require special support to strengthen and consolidate their teaching practice. This period of time is referred to as the induction phase of teaching. What kinds of supports might faculty in letters and science and arts provide to new teachers as they are drawing on academic content on a regular basis to plan and implement lessons and units of instruction?

Notes:
- What supports do induction level teachers already have?
  - MPS - mentoring program for first year teachers at some schools - random/systemic.
  - Now all MPS schools have literacy coaches and training for learning team members.
What courses/products/events could L&S and Arts offer?
- Content
- Pedagogy
- Management

Content knowledge is least problematic
Planning units of instruction more compelling
Workshops rather than courses may address these needs
A Saturday in fall - a conference for teachers and teams of students
Pedagogical Saturday for MPS teachers
How to use art, literature, music and primary sources to teach history
UWM MPS comparing models of instruction
Teachers need to "walk away" - feeling of "I'll be a stronger teacher" and are then more likely to return
Teachers not utilizing the MPS Portal (technology)
  - Use during pre-service years
  - Know about and use resources in their first three years
  - "Tapped-In" - discussion portal
L&S needs to know what's going on in schools and with teaching so that there is a relevant connection between the two.
Partnerships/Faculty-In-Residence/Immediate on-line community - who pays for this?
Saturday Sessions
  - UWM and friend who did not graduate from UWM
Interdisciplinary and methods course
  - Work together/collaborate
  - Bring in induction level teachers
Monday - Welcome to the Profession
  - What can we do for you the first day? First month?
We are in this together - bring in some induction
  - Have it in a place like Hefter
  - We want to hear from you - we want to meet your needs
  - Collegial rather than university instruction
Marketing
  - "I want to go here (UWM) because they offer this support."
  - "I'm done, I'm out of here."
  - "If I have questions, I'm defective."
Using local resources - localized activities
  - What is the resource? What evidence is used?
Content knowledge needed at Wisconsin
Lack of skills to build appropriate relationship
  - What is a caring teacher? Beyond building a friendship?
  - Culture of low expectations translates into classrooms
How do we create a community in history, economics...?
How do you learn from seasoned people? How do you value different points of view?
- What can L&S faculty do that seasoned MPS teachers can’t do?
- Why would someone come back to UWM?
  - See UWM as a partner?
  - Place for continued learning?
- What would be a motivating factor for MPS teachers to come back or access UWM L&S and Arts faculty?
  - It’s relevant to service learning; to what’s being tested.
- Would L&S respond to that? Who would respond?
- How do you change the culture of T&L at UWM?
  - Students want to perfect the knowing of facts/information
  - The beginning and end are not facts, but questions
  - It’s all in the questions you ask.
- Everyone’s culture has to change

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- Seminars focused around specific content based topics
- Make it explicit to students that this support is available - let students know that they will have questions, and when they do, where to go for help.
- Use technology - website - Q&A, FAQ’s
- Use TIR’s as a conduit to the resources available
- Create a conduit for teachers to give us feedback on the type of help they would like to have
- Both MPS and UWM need to cultivate a collaborative culture.
- We need to assure that the supports that are put in place are readily accessible to teachers in the classroom (e.g. access to workshops, conduits, etc.)
- Faulty in residence program would probably facilitate communication - and enhance the credibility of faculty