

Boston Teacher Residency

“Giving teachers the tools to make a difference”



Boston Teacher Residency (BTR) provides college career changers and community members of all ages, an affordable route into teaching and gives them the to make an immediate impact in the classrooms of Public Schools (BPS).

After an intensive two-month summer institute, Residents spend the entire academic year in a classroom, co-teaching with a Collaborating Teacher. They work under the close guidance of Clinical Teacher Educators, four days a week and devote one evening, and all day Friday, to rigorous graduate coursework and seminars.

Since the graduation of its first class in 2004, BTR and its network of graduates have helped spearhead a new movement in education reform.

The program was named one of six finalists in the Innovations in American Government Award and serves as a model for other teacher residency programs:

- Professional development and dual licensure
- Peer-led professional learning communities
- Active alumni network
- Leadership opportunities
- High retention rate
- Affordable (grant plus reimbursed loan for every year remained in teaching)
- Focus on high need areas in teaching (ethnic minorities, special needs, ESL, maths and science)

Relay Graduate School of Education



“No need to totally reinvent the wheel. Just make the wheel amazing.”

Relay Graduate School of Education is a ground-breaking, non-profit graduate school with an innovative Masters’ degree program designed specifically to respond to today’s urgent demand for effective and successful teachers. It aims to transform teacher education to fit the needs of urban schools and its graduate program is the first ever to require graduate students to demonstrate proficiency and achievement in the classroom in order to earn a degree.

Relay GSE was established in early 2011 (from its predecessor Teacher U), and the name reflects the belief that having multiple effective teachers in succession – a relay – can positively impact a student’s life.

RELAY offers a 2 year Masters program aimed at existing novice teachers or those changing careers. 40% of the course is online. Graduates are required to attend 2-3 week nights a month (classes focus on pedagogy) and one Saturday a month (classes focus on content).

- Full-time newly qualified teachers, almost none with traditional teaching degrees
- Competency-based progression: e.g. students can be waived out of a course called ‘Designing Assessments’, if they can show they are already adept at writing tests.
- Online lessons at the start of every module, in-class discussions afterwards
- Feedback loop – uses child-level data to measure outcomes of program, and uses those measures to make decisions about program design (Spreading accountability from the teacher back to the education school)
- Students create spreadsheets to track their own students’ progress against year-end goals, and use the data to customize their teaching
- Programme promotes an invested culture rather than a compliant one

Margery Evans, of the Australia GELP team, carried out a deeper inquiry into RELAY Graduate School of Education. Key learning about the process of establishing the school included:

Stakeholder engagement

- Initially invitational – a partnership between three Charter schools and a Higher Education Institute in New York City frustrated with the current environment of teacher preparation and a passion to ‘fix’ a broken system
- Evolved into a stand alone entity (without the Higher Education associate) to achieve greater flexibility and responsiveness

Diagnosing progress

- Positive feedback from participants and principals
- Heightened demand for enrolment
- Clear improvement between 1st and 2nd year teachers in the program
- If graduates make it through that 1st year 98% retained into the 2nd year
- The program is a response to a particular context, not the ‘ideal’

What makes RELAY different?

‘Masters defence’ = student Learning

- Graduates must prove that kids have learnt at least a year’s worth of content in a year with student achievement being measured through 4-5 assessments over the year attached to common core standards

Faculty

- All faculty are Master teachers with 10-15 years experience. The pedagogy is taught by full time faculty with content sessions taught by currently practising teachers
- Must have taught in K-12 classroom and have a track record of excellent teaching (more important than having a PhD)

Focus on the practical

- Program is entirely focuses on what do you need to do every day to make sure kids are engaged and loving it
- Little or no emphasis on history/philosophy of education

Flexible course structure

- No semester or formal course structure
- Work organised into approx. 50 modules which students move through as ‘fast as you can and as slow as you must’

Focus on students’ personal development

- Explicitly teach graduates how to teach grit, optimism, hope, sense of humour e.g. through a lesson on fractions teach perseverance, how to figure out hard things

Focus on Self-reflection / Observation / Feedback

- Graduate must submit 15-18 film clips for feedback each year of the program. RELAY has created an extensive video library – 4000 clips of exemplary teaching demonstrating a ‘teaching move’

Melbourne Graduate School of Education

Clinical Teaching Program



MGSE prepares teachers as clinical practitioners. Underlying principle is that teaching is much more than passionate information transmission and behaviour management. Graduates who want to become teachers study for a Masters of Teaching degree. They use a clinical framework: two days per week spent in a school or early childhood centre. Student-teachers are closely supported throughout their school experience.

This means they can connect what they learn at university, with what they learn in school (in a similar way to trainee doctors or nurses in a training hospital).

Students develop the professional skills to assess and diagnose students' individual learning needs, and to work with learners of all abilities. Understanding that excellent teachers focus on individual students' learning growth, clinical teaching enables them to do this by:

- monitoring and evaluating their impact on learning and adapting the lesson to meet the needs of each student - rather than expecting the student to keep up regardless of their circumstances
- using evidence about what each student knows and understands at the start of the teaching period to inform their teaching interventions
- targeting their assessment and teaching practices to maximise the information obtained about their impact and optimise the chances of improving student learning
- on the basis of the above, constructing appropriate teaching and learning environments for every student, whatever their developmental stage and current abilities
- continuously evaluating the impact of their teaching, to inform next steps

Future Learning Finland

Exporting Finnish teacher training

FUTURE
LEARNING
FINLAND

WE SEE
BRILLIANT
FUTURES

Future Learning Finland is a business formed with the backing of the Finnish Ministry of Education and Culture, the Ministry of Employment and the Economy, and the Ministry for Foreign Affairs. It brings together private companies, vocational institutions, and universities in Finland to export ‘Finnish education solutions’ around the world. The partners package and provide the teacher training offered by Finnish universities and tailor them to meet the needs of organisations and providers in other countries.

These programmes have different focus – vocational educators, secondary educators, teaching with technology etc.

21st Century Educators This study program is offered by the Tampere University of Applied Sciences (TAMK) – designed to give teachers with specialist subject knowledge the pedagogical knowledge and skills to teach in a future-oriented and progressive way.

TAMK partner with a client organization to provide the program for their teaching faculty. The program is a fully facilitated, collaborative online learning process. It is designed to be completed alongside work, allowing for immediate application of theory into practice and consistent practise in everyday work.

The pedagogical approach is based on the principles of authentic e-Learning and progressive inquiry. The learning environment is a combination of a Learning Management System (LMS) and social media environments such as blogs and Google tools. The program can be run with the organization’s existing LMS or our Moodle environment. The assessment is ongoing and based on an e-portfolio.



GLOBAL EDUCATION
LEADERS' PROGRAM

Future Classroom Lab

In-service opportunities to develop technology skills



The Future Classroom Lab in Brussels is a fully equipped, reconfigurable, teaching and learning space developed by European Schoolnet, its 30 supporting Ministries of Education and leading educational technology providers.

It has been designed as a “Living Lab’ for how ICT can be implemented in schools and where policy makers, ICT suppliers, teachers and educational researchers can come together to rethink how new technologies can support educational reform at national and European level. Participants engage in regular workshops and seminars on how existing and emerging technologies can have a transformative effect on teaching and learning processes. They develop new economic models in order that teaching and learning activities designed for the future classroom can be mainstreamed and taken to scale.

Future Classroom lab run short courses aimed at secondary school teachers to provide practical experiences and to help them adapt current pedagogical practice, and learn new tools and skills. It aims to allow teachers to:

- discuss the future classroom, sharing videos of their current practice
- develop their own future learning scenarios
- practice with the 'Future Scenarios Toolkit' developed by the iTEC project
- consider the role of digital literacy skills, both their own and their students, and the importance of critical thinking
- rethink communication and collaboration within and beyond the classroom, incorporating the wide range of technologies found in the classroom today

Sydney Centre of Innovation in Learning (SCIL)

Immersive, future-focused professional development for teachers



SCIL is the innovation unit of Northern Beaches Christian School (NBCS). It actively promotes excellence in education by providing new learning opportunities for students and future-focused Professional Development for teachers. SCIL runs a range of programs that seek to transform educational thinking and practice both at NBCS and in the wider educational community. Each year SCIL hosts many hundreds of visitors including teachers who come for professional workshops and school leaders for immersive experiences in the innovative NBCS space.

Workshops count towards the New South Wales Institute of Teachers (NSWIT) accreditation of Professional Competence.

SCIL supports the development of evidence-based innovative practice across a whole school community. They run a series of workshops for educators and school leaders focusing on:

- Personalised Learning
- Project-Based Learning
- Implementing a learning matrix
- BYOD (Bring Your Own Device)

SCIL cont.

Colleen O'Neil, of the Colorado GELP team, carried out a deeper inquiry into the Sydney Center of Innovation in Learning. Key insights included:

Visions and case for change

Northern Beaches Christian School (NBCS) created a tangible expression of its vision for a dynamic school-based research structure, and established the Sydney Centre for Innovation in Learning (SCIL) in 2005. SCIL has worked within a paradigm that has allowed any teacher at the school with a desire to innovate and experiment to feel free to do so, in the knowledge that their efforts would not only be supported, but facilitated. This echoes their belief that the vital link in any transformation process is the empowerment of teachers at the classroom level to take best advantage of available technology in order to improve student achievement.

The role of new technology

SCIL has grown guided by the notion that pedagogical change, when it is led via school leadership in a vision driven process, supported by teachers, kept close to the classroom, and connected to pervasive and innovative use of ICT, has the potential to enable improved individual learning outcomes and provide a catalyst for whole school improvement. Under this model, SCIL has taken up the challenge to embed pedagogical practice that effectively uses a range of ICTs in every classroom, as well as driving up student academic outcomes across the school. The emphasis of SCIL is to sponsor teacher creativity, supporting staff through targeted professional development and opportunities.

Creating conditions for change

SCIL sought to bring pedagogical thinking into the virtual work in very deliberate ways, by encouraging teachers to view themselves as 'early adopters' in relation to new technology, encouraging teachers to self-nominate into professional development roles for other staff, and creating an educational climate that is comfortable with change and actively seeks to experiment.

Program design and management

SCIL has sought to build a program design that is framed by their innovation vision. The key components of embedding research and innovation into everyday practice have been:

- ensuring a 'portfolio' approach to management structures that align school management functions to key research and innovation priorities
- emphasizing delegation and participatory leadership across a broad senior leadership structure
- ensuring that leadership remains in tune with classroom pedagogy
- freeing up time for an emphasis on a variety of professional learning opportunities, modeled in a variety of delivery modes.

Within this management structure, two additional groups have been grown, sitting alongside traditional roles that focus more on school systems and academic progress. 1) the School Transformation Team has oversight of professional development strategies across the school. 2) a team linked to the key areas of SCIL activity including:

- Management of the SCIL Online school
- Directory of Innovation
- Directory of 21st Century Pedagogy
- Director of SCIL Development.



TeachFirst

Teacher training for future leaders

Teach First is an employment-based teacher training programme targeted at top graduates (people who would not otherwise have become teachers), who commit to teaching for two years in challenging London secondary schools. They undergo both teacher training (in the first year) and leadership training (starting at the end of the first year and extending into the second year).

There is a strong focus on recruiting teachers in shortage subjects and it is anticipated and accepted that many of them will go on to careers in other sectors (hence the name, Teach First). The program expects many of its participants to become future Ministers, CEOs, and serial entrepreneurs of our times'. Teaching is presented as a challenge, and as an opportunity to benefit those who are disadvantaged.

TeachFirst

Key features:

- targeted specifically towards high-achieving graduates in shortage subjects who would not otherwise consider teaching
- intensive extended selection process involving in-depth interviews with business and education professionals
- residential preparatory summer programme
- high level of in-school support from trained mentors
- innovative use of ICT in training
- training placements in groups of four and other support activities designed to build an esprit de corps
- business mentoring, support and training placements

College of Education, University of British Columbia



Inquiry based programs creating “research informed” graduates

Blye Frank, of the British Columbia GELP team, has joined the 21st Century Workforce Working Group and has offered some insights into Teacher training at the College of Education, University of British Columbia. The key findings of this ‘deep dive’ included:

Visions and case for change

The College of Education at the University of British Columbia (UBC) experienced an impetus for change, which grew out of a recognition that more inquiry based, research and evidence based approaches would improve teacher effectiveness. There was a desire for professionally trained, pedagogically adept teachers within the faculty.

There was little in the way of leverage to force the change. There were no governmental or administration directives. Instead there was:

- wide ranging consultation within the faculty
- research findings and data
- workshops
- serious discussions and debates about the College’s philosophy and role as one of Canada’s leading universities
- of particular importance, input from P-12 teachers and administrators.

Program design

The new program is inquiry based, leading to more “research informed” graduate. There has also been an effort to align the program with the Provincial Government’s plan to provide emotional and social learning to P-12 students in addition to their traditional curriculum. It is a program to go beyond what had been perceived as a regulatory limitation on sound training. An additional practicum of three weeks duration has been added which will allow aspiring teachers to receive practical experience in community based settings that range from:

- Museums
- industrial facilities
- aquariums etc.

To date, 88 organizations have agreed to take these students, as well as a number of university partners in other nations. Each of these practicums includes:

- extensive mentoring and monitoring
- process evaluation by a UBC faculty member.

Progress

There has been wide communication with P-12 partners with particular efforts to develop metrics that will serve as indicators of success. Feedback from community partners participating as clinical sites has been overwhelmingly positive.

Vanguard Project, Kentucky Council on Postsecondary Education



Investigating the world's best teacher training strategies

The Vanguard Project seeks to enable Kentucky schools to perform at levels comparable to those of the schools in the top-performing countries in the world. Kentucky proposes to get there by using the strategies of those countries, among the most important of which is the presence of superbly trained, highly effective teachers in its schools.

No country has reached the top ranks of performance without:

- recruiting high-performing students into its teacher preparation programs;
- tightening the admissions standards for its schools of education;
- increasing its expectations for teachers' mastery of the subjects they will teach;
- providing demonstrably effective opportunities for prospective teachers to master the craft of teaching;
- raising the standards for teacher licensure; and
- Providing concentrated support to new teachers when they begin their teaching career.

All have realized that they cannot attract top-quality candidates to teaching unless they make teaching much more attractive by offering prospective teachers a real career in teaching. That requires the creation of career pathways like those available in high-status careers and the opportunity for master teachers to be compensated like school principals.

In 2013, Robert Brown, Executive Director of the Education Professional Standards Board; Terry Holliday, Commissioner of Education; and Robert King, President of the Council on Postsecondary Education invited a group of **university presidents, provosts and deans, school superintendents, union leaders, business group representatives**, and others to attend two briefing sessions on the Vanguard Project to present the idea and solicit their interest in participating in the project. The work of the Vanguard Project will be done by consortia, each of which will consist of at least one university and several school districts, formed for this purpose and assisted by the state and internationally recognized experts assembled by the National Center on Education and the Economy (NCEE).

Key Components of the Vanguard Project:

- Educator compensation and career pathways
- Educator induction
- Educator professional learning
- Admission to teacher education programs
- Structure of teacher education programs
- Teacher preparation curriculum
- Teacher education finance within the university
- Clinical model of teacher education
- Support for educator professional development
- Principal Training

Vanguard Project, cont.

Gretchen Morgan, of the Colorado GELP team, carried out a deeper inquiry into the Vanguard Project, created by Kentucky Council on Postsecondary Education in partnership with the National Center on Education and the Economy. Key insights included:

Strategy and case for change

The intention of the initiative is to work with and support a small cohort of the interested and willing participants. This strategy of engaging, supporting and legitimizing early adopters is their way of building the case for broader change later. Because it is currently a coalition of the willing, they didn't need to build much of a case to get these institutions on board. They believe that when a group is forced to implement a new idea, it leads to failure, and unfortunately, the failure is attributed with the new idea, rather than the implementation method. So to protect the new idea, they are explicitly avoiding work with resistant institutions.

To foster conditions for more systemic/wide-spread change later, they are:

- Sincerely engaging with a wide range of stakeholders in an advisory capacity;
- Asking resistant organisations or people to engage in the study of the project's work;
- of particular importance, input from P-12 teachers and administrators.

Resources/funding

- In terms of resource mobilization they haven't really got there yet.
- It is their belief that they need to formulate the plan and get something moving before it will be feasible to attract funds.
- At this point, the lack of funds also ensured that only the really engaged organizations would come forward. So, they are happy about where they are in their fundraising at this stage.

Future Progress

John T. DeAtley, Director of P-20 Initiatives and College Readiness at the Council on Postsecondary Education, sees the Vanguard initiative as central to the vision Kentucky has for the future of education in their state.

- It fits right into the vision established as part of GELP, and also compliments some other current initiatives.
- However, like many other jurisdictions, there are a large number of other initiatives up and running, so there is a risk that this work will be perceived as yet another thing to deal with in a time of significant change and pressure in the public school system.
- There is an additional challenge of figuring out the right entity and mechanisms for creating and ensuring on-going alignment among the complimentary, but different initiatives.

Notes:

Potential next steps:

- How could we construct a RoI analysis of the different pathways?
- How can we systematically evaluate these programmes to establish whether they:
 - Are successful in attracting higher qualified applicants to teaching roles
 - produce impact in terms of higher test scores
 - Attract top teachers to tougher schools?

What do we learn from these programs in terms of principles for great Ed Schools?

- Designed to meet the needs of specific conditions/contexts (e.g. RELAY)
- Combines hands-on and theoretical learning (Melbourne; UBC; Teach First)
- Situated within school if possible (SCIL; above)
- Rebranded to attract higher qualified candidates (Melbourne; Teach First)
- Particular attention to the integrated of new technologies (Future Classroom Lab; RELAY)

Contact information for cases

Contact	Email Address	Phone Number
Boston Teacher Residency – Jing He, Program Associate	jhe@bpe.org	(617) 227-5511
Boston Teacher Residency – Meryum Kazmi, Admissions Associate	mkazmi@bpe.org	(617) 227-5511
Relay GSE – Norman Atkins, Co-Founder and President	info@relay.edu	(212) 228-1888
Relay GSE – Brent Maddin, Provost	info@relay.edu	(212) 228-1888
Relay GSE – Thackston Lundy, Chief of Staff	info@relay.edu	(212) 228-1888
Melbourne Graduate School of Education: Clinical Teaching Programme – Field Rickards, Professor	f.rickards@unimelb.edu.au	8344 8331 0427 354 717
Melbourne Graduate School of Education: Clinical Teaching Programme – MGSE Officer Manager	-----	+61 3 9035 5511
Future Learning Finland – Eeva Nuutinen, Project Director	eeva.nuutinen@finpro.fi	+358 40 343 3317
Future Classroom Lab	fcl@eun.org	-----
Sydney Centre for Innovation in Learning (SCIL), Steve Collis, Director of Innovation	learn@scil.com.au	02 9450 1311
Instituto Singularidades (<i>additional case, forthcoming</i>)	www.faculdadesingularidades.edu.br	