

## **College of Arts & Sciences/Teachers for a New Era Luncheons**

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The Teachers for a New Era (TNE) initiative is intended to stimulate a major restructuring of teacher education in the United States. The TNE initiative is organized around three design principles: (1) grounding all elements of the teacher education program on sound evidence, including reliance on measuring the learning gains of pupils; (2) effective engagement of the disciplines of the arts and sciences; and (3) understanding teaching as an academically taught clinical practice profession, including continuing support during the first two full years of professional teaching.

As one means of moving forward on design principle (2), the College of Arts and Sciences is sponsoring a series of luncheons in 2006-07 to explore ways to increase and sustain the engagement of Arts and Sciences faculty in teacher preparation. The luncheons are directed toward A&S department chairs as well as faculty from each unit who are interested in teacher preparation, including some who focus on the training of graduate students as teachers. The faculty of the College of Education and the members of the Executive Council of the TNE project are also invited. Each luncheon to date has been attended by 35 – 40 participants. The programs for each of the luncheons that have been held so far are described below.

### Luncheon #1:

This tripartite program began in 2003 on a one year trial basis involving American Ethnic Studies (AES), the Educational Outreach Office, and Seattle Public Schools (SPS). It had a goal of improving the instructional skills and multicultural competency of classroom teachers to match the increasing ethnic and cultural diversity of Seattle's school population. In order to measure the outcome of the program, the teachers assessed the seminars and rated the significance of the content to their own classes. At the end of the first year, consistent very good to excellent assessments convinced SPS to fund the partnership through 2006.

In three years, the highly successful AES/SPS program enrolled more than 375 teachers in one of seven seminars taught by AES faculty throughout the academic year including summer. The seminars offer comparative and interdisciplinary instruction to K-12 teachers on African American, Asian Pacific American, and Chicano/Latino history, literature, and culture. In its second year, the AES/SPS program expanded to include American Indian Studies faculty as well. To establish an open relationship between the participants, AES faculty worked jointly with SPS Teacher Coaches on pedagogical protocols, scheduled seminars in late afternoon to accommodate the teachers, and held all classes in the SPS district facilities. Professors Stephen Sumida described the program

activities and led a discussion about this model of university-community collaboration.

### Luncheon #2:

Cap Peck, Director of Teacher Education in the College of Education and one of the leaders of the UW TNE project, spoke about the renewal of the Teacher Education Program in his college. He addressed the intrinsic challenges and responses to the general process of renewal and discussed opportunities and avenues for collaboration between the Colleges of Education and Arts and Sciences. Then Jim King of the Department of Mathematics and Lani Horn of the College of Education introduced and discussed the Urban Teachers Scholars Program. This highly successful collaboration between the two colleges addressed TNE's goal of engaging A&S faculty in teacher preparation by interweaving theory and practice in a Math Methods Class, EDTEP 582 and 583. The class, taught partially in a local school, also provided essential teaching experiences for first year graduates of the Teacher Education Program. This, combined with regular and intensive UW faculty support for the high school math faculty, had an astonishing effect on student learning. In the 2004-2005 school year, less than half of the students who entered the school at or below grade level in math were promoted to the second year math class. In the 2005-2006 school year, approximately 75% of the students were promoted.

### Luncheon #3:

Both the third and fourth luncheons focus on pedagogical training activities currently taking place within the College. The third luncheon was convened just yesterday. This luncheon featured a discussion of discipline-specific teaching seminars. Faculty who offer courses in teacher preparation and pedagogical philosophies or run related programs in their departments spoke about those programs; these departments included Biology, English, Near Eastern Languages and Civilization, Scandinavian Studies, Sociology, and Women Studies. These presentations were followed by a more general discussion of how the training of graduate students to teach at the college level relates to the training of students to teach at elementary and secondary levels.

### Luncheon #4:

The fourth luncheon, scheduled for February 22, will focus on a specific discipline, History, generating a discussion between those who do this instruction for college level teaching and those who do this for secondary teaching. Bill McDiarmid, Boeing Professor of Teacher Education and of the core TNE faculty, will make some remarks about training future teachers of history. Several of the faculty in the Department of History, most likely to include John Findlay, Richard Johnson, and/or Tracy McKenzie, will talk about their philosophies and practices in the

training of graduate students in History. Again, the subsequent conversation will focus on how these two levels of teacher training do or could connect.

The topics for the fifth and sixth luncheons have not yet been determined. If you have ideas, we'd much appreciate hearing them!