



TEACHER PREPARATION TRANSFORMATION 2.0 PROFESSIONAL LEARNING INSTITUTE

Capitol Room - Hilton Hotel – Baton Rouge, Louisiana

TASK 1:

CROSS STATE COLLABORATION TO HELP UNIVERSITY FACULTY GO DEEPER WHEN PREPARING TEACHER CANDIDATES FOR THE CCSS WITH A FOCUS ON CAEP STANDARD 1 AND CAEP STANDARD 2

- 1. Small Group: Identify practices at Lipscomb University pertaining to addressing CCSS at deeper levels that would be of value to university faculty in Louisiana and identify how they support CAEP Standard 1 and CAEP Standard 2;**
- 2. Small Group: Identify practices in Louisiana's universities pertaining to addressing CCSS at deeper levels that could be shared across universities and how they support CAEP Standard 1 and CAEP Standard 2.**
- 3. Large Group: Share identified practices with the large group.**
- 4. Large Group: Identify existing resources in Louisiana and new resources that would be needed to provide cross campus support to university faculty to implement identified practices to go deeper into the teaching of the CCSS and address CAEP Standard 1 and CAEP Standard 2.**

INSTITUTE OUTCOMES

After participating in the institute, LACTE members will leave with:

- Resources and materials that identify approaches that be used to deepen faculty knowledge and understanding of strategies to implement the Common Core State Standards within a teacher preparation curriculum; and
- An awareness of how strategies to deepen knowledge of the Common Core State Standards discussed during the institute will support CAEP Standard 1 (Content and Pedagogical Knowledge) and CAEP Standard 2 (Clinical Partnerships and Practices);



TEACHER PREPARATION TRANSFORMATION 2.0 PROFESSIONAL LEARNING INSTITUTE

Capitol Room - Hilton Hotel – Baton Rouge, Louisiana

TASK 2:

INPUT INTO A PROSPECTUS FOR MAJOR FUNDING TO SUPPORT NEEDS IDENTIFIED FOR TEACHER PREPARATION TRANSFORMATION 2.0

Potential Duration:	5 years
Potential Amount of Funding:	\$5 to \$8 million
Potential Source of Funding:	Private Foundations

LARGE GROUP DISCUSSION

- 1. Identify “Aspects of Teacher preparation that Matter the Most in Teacher Preparation Transformation 2.0” that should be the focus of the grant prospectus.**
- 2. Identify “Outcomes” that the campuses want to accomplish as a result of obtaining grant funds.**
- 3. Identify the overall usage of the funds (e.g., campus funding, state data collection for campuses, research to examine effective practices, etc.).**

INSTITUTE OUTCOMES

After participating in the institute, LACTE members will leave with:

- An understanding of how Core to College, CAEP, NTEP, and a new grant prospectus will support needs identified for Teacher Preparation Transformation 2.0; and**
- A list of recommendations for inclusion in a grant prospectus that will address needs identified for Teacher Preparation Transformation 2.0.**



TEACHER PREPARATION TRANSFORMATION 2.0 PROFESSIONAL LEARNING INSTITUTE

Capitol Room - Hilton Hotel – Baton Rouge, Louisiana

TASK 3:

INPUT INTO CHARACTERISTICS OF ASPIRATIONAL CLINICAL EDUCATORS FOR CAEP ALLIANCE CLINICAL EDUCATOR DESIGN TEAM

- 1. Small Group: Share the Aspirational Characteristics for University/College Based Clinical Educators and PK-12 School/District-Based Clinical Educators identified by your campuses.**
- 2. Small Group: Select the 5 most important Aspirational Characteristics for University/College Based Clinical Educators and 5 most important for PK-12 School/District-Based Clinical Educators discussed by the small group.**
- 3. Large Group: Share the most important Aspirational Characteristics with the large group.**

INSTITUTE OUTCOME

After participating in the institute, LACTE members will leave with:

- A list of aspirational characteristics of clinical educators developed by LACTE members for submission to the CAEP Alliance Clinical Educator Design Team.