Malcolm Price Laboratory
School Closing

Education and Student Affairs Committee
Chair: Regent Katie Mulholland
Vice Chair: Regent Greta Johnson

Presented by:
President, Benjamin J. Allen
Dean, College of Education, Dwight C. Watson
April 25, 2012
1. K-12 Students
2. Employment Transition
3. Clinical Experiences
4. Child Development Center
5. Communication
6. Facility & Assets
7. Archive, Record Retention and Transferring
8. PLS Donors & Nielsen Fund
9. Commemorative/Celebrate MPLS History
10. R&D New Model

Team Leaders
1. Lyn Countryman
2. Ginny Arthur
3. Becky Hawbaker
   Melissa Heston
   Cherin Lee
4. Michael Hager
5. Stacey Christensen
6. Michael Hager
7. Lyn Countryman
8. Bill Calhoun
9. Lyn Countryman
10. Michael Licari
    Dwight C. Watson

TRANSITION TEAMS
March 1
• Parents officially notified MPLS to close June 30, 2012. A 45-day extension was granted to complete open enrollment forms.
• Parents are sent weekly emails with transition updates and specific topics are addressed, such as transition/counseling opportunities, open enrollment and transfer of student record information. [http://www.uni.edu/program-changes/malcolm-price-laboratory-school](http://www.uni.edu/program-changes/malcolm-price-laboratory-school)

March 5, 20, 22
• Student-focused transition events were held at MPLS with Cedar Valley school representatives.

March 29, April 4, 9, 10
• Cedar Valley schools held open houses and tours for MPLS students and families.

April 11
• Cedar Falls principals and guidance counselors met with MPLS administrators and counselors to work on transition events/opportunities.

April 17 and ongoing
• Cedar Valley schools continue to offer personalized visits and student shadowing opportunities for MPLS students and families. Each school also has an orientation/transition program for all new students.
# CLINICAL EXPERIENCES

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Clinical Experience</th>
<th>Purpose</th>
<th>Annual # Students</th>
<th>Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>- 30 hr. experience over 10 weeks</td>
<td>Prior to acceptance to T.E. program, focus on multiple teacher roles</td>
<td>700</td>
<td>Throughout Iowa (most are within 50+ area schools)</td>
</tr>
<tr>
<td>II</td>
<td>- 25 hr. experience - 2 lesson TWS*</td>
<td>- Assessment, instructional planning - Write a Level II TWS - Teach 2 lessons</td>
<td>600</td>
<td>Primarily Cedar Falls schools, some Waterloo schools</td>
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<tr>
<td>III</td>
<td>- Elementary and Middle Level: Complete a 1 week (40 hours) immersion - Secondary varies by program</td>
<td>- Become involved in instruction - Teach one day</td>
<td>600</td>
<td>- Local concentration in Cedar Valley - Also statewide and nationwide (National concentration – Aldene, TX)</td>
</tr>
<tr>
<td>IV</td>
<td>- 2 full time 8 week placements - Full TWS*</td>
<td>- Teach units - Assess student learning - Write a TWS</td>
<td></td>
<td>600</td>
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*TWS = Teacher Work Sample – a performance assessment which requires students to demonstrate their competence in assessment, instructional planning and strategies, and apply theory to practice.
March 1 and ongoing
  • Team meets weekly to review two models. Level II experiences were changed from hourly to blocked sections (2 hours on MWF / 2.5 hours on T TH for 8 weeks).

March 26, 27, 28 and ongoing
  • Met with CF/W schools’ site coordinators.
  • Met with CF/W superintendents and personnel involved with clinical experiences.

April 3 and ongoing
  • UNI students register for fall 2012 Level II and III clinical field experiences.
  • Clinical field experience faculty job descriptions and qualifications are defined.

April 3 – May 25
  • Define goals and objectives for Level II and III.
  • Solidify roles for site coordinators, mentor teachers and field experience faculty.
  • Enlist Cedar Valley teachers as mentors (75-80 teachers).
# LEVEL II EXPERIENCE

<table>
<thead>
<tr>
<th>LEVEL II</th>
<th>Currently</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>25 hours total 1+ hour/day 4 weeks</td>
<td>2 hour blocks M W F 3 hour blocks T Th 8 weeks</td>
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<tr>
<td>Placement:</td>
<td>Most are at Malcolm Price Lab School</td>
<td>Primarily Cedar Falls schools Some Waterloo schools</td>
</tr>
<tr>
<td>Purpose:</td>
<td>Apply learning theories to practice instructional planning, strategies, management and motivation</td>
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</tr>
<tr>
<td>Students:</td>
<td>Usually sophomores and juniors accepted into teacher education program</td>
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</tr>
<tr>
<td>Typical Activities:</td>
<td>Write a Level II TWS Teach 2 lessons</td>
<td>Write a Level II TWS Teach 2 lessons</td>
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</table>
• National Association of Professional Development Schools (NAPDS) is a national organization, dedicated to promoting school/university partnerships in support of teacher education, PK-12 student achievement, educational research, and professional development.

• Expand the successful PDS model that was piloted in 2007-2009, and was developed even further during 2010-2012.

• Maximize benefits to host students and all levels and support increased classroom interaction, coaching and mentoring.

• PDS Model includes rural partnerships in high-need districts (linked to Teacher Quality Partnership (TQP) grant).

• Ongoing and reciprocal professional development.
February/March – UNI Team Meets
  • Plan for implementing an expanded PDS model for Level II students

April 2 and ongoing – Students registering for all levels of clinical field experiences:
  • All course changes in place

April 11, 18, 20 and ongoing – UNI Team meets with Cedar Falls and Waterloo principals:
  • Develop curriculum for Level II
  • Plan for recruiting and selecting Level II mentor teachers
  • Define mentor teacher roles for Level II
  • Plan for operationalizing a new field experience model that uses clinical experience faculty to teach, support and mentor

By May 25 – Complete recruitment of 75-80 Level II mentor teachers from Cedar Falls and Waterloo:
  • Plan professional development for mentor teachers
  • Clinical field experience faculty develop curriculum
  • Meet summer and fall to prepare new Level II mentor teachers
Iowa’s Research and Development Center for Education Innovation will:

- Be the clearing house for education innovation
- Conduct transformative research
- Provide professional development for practicing teachers
- Generate solutions to pervasive PK-12 issues, concerns and policies
- Synergize existing services of other active PK-12 centers across the university and the state
SUMMARY

- Enhances opportunities to prepare preservice teachers to be successful in a diverse, global environment.
- Strengthens culture of diversity, collegiality and collaboration.
- Increases research capacity and grant seeking opportunities with other universities, the department of education and local education agencies.
- Expands connectivity and innovative professional development opportunities with school districts as partners in teacher preparation.