

Quality Teaching and Learning Summer Institute

ADVANCING CORE INSTRUCTIONAL PRACTICES IN OREGON

This summer institute, supported by the OEIB and hosted by OSU, focuses on the development of teacher candidate pedagogical skills that will prepare them to work with students meeting the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). The five-day institute will engage teams (5 from each program) in rethinking educator preparation pedagogy approaches to better support models of teacher preparation. The focus of the inaugural institute borrows from design of the University of Michigan Elementary Mathematics Laboratory and will feature morning sessions in which arts and science faculty, educator preparation faculty who teach pedagogy courses and K-12 school partners will observe and participate in lessons with middle level teachers and students, then use reflective discourse to determine core practices noted to be successfully engage students and further learning.



The summer institute will identify and develop skill with a set of high-leverage instructional practices that support all students to engage in productive disciplinary discourse and rich tasks designed and facilitated to focus student learning on key proficiencies. The summer institute is designed around the tenet that teachers improve their instructional skill by engaging in the work of teaching. This practice-focused approach suggests that the

typical teacher education pedagogy of practitioners and teacher educators investigating teaching is a starting point leading toward supported enactment of practice as an essential component to improving teachers' instruction.

The summer institute will run concurrently with an enrichment program for middle school students. Members of the transformational teams will observe and possibly participate in instruction to students. Participants will build (i) a common vision of high quality instruction, (ii) a shared language to describe and analyze teaching, and (iii) a means for articulating core practices that can be examined and improved.

Transformational Teams will be expected to:

- Discuss and examine benefits for strengthening teacher candidates' knowledge and regular use of core teaching practices.
- Explore what types of deeper learning are being required of students related to Common Core State Standards and Next Generation Science Standards.
- Observe and discuss research-based core teaching practices common across content areas as well as those that are unique to a discipline.
- Discuss appropriate differentiation strategies for core practices to meet diverse learning needs.
- Share and discuss various pedagogical models that have potential for both clinical experiences as well as university-based learning time.
- Consider how culturally responsive pedagogy and practice impacts student outcomes.
- Develop plans for strengthening the teaching of core practices within respective programs.

Quality Teaching and Learning Summer Institute: Pedagogical Practices and Educator Preparation

June 23-27,
2014
Corvallis, OR

Oregon Education
Investment Board



Oregon State
University



**Interested in being on
the Design Team?**

Contact Jennifer Roberts

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Instructional Design Team Members Wanted!

In order to elicit productive and meaningful investigation of pedagogical practices from the Transformational Team participants, the Institute organizers place priority on designing the learning experiences for our middle school student participants. These learning experiences will serve as models for our teacher education faculty participants, will elicit conversation and questioning about student learning and engagement, and are an active opportunity for the teacher education participants to participate in the execution of high-leverage practices.

Who will be on the Instructional Design Teams?

Faculty and teachers from your discipline as well as those who specialize in supporting English language learners.

What are the expectations for the Instructional Design Team?

- Work collaboratively as a team to design a series of 4 lessons for middle school students that incorporate core instructional practices as well as content-specific practices for your discipline .
- Coordinate with the other discipline teams to create a meaningful learning experience for the students.
- Collaborate with colleagues to support the diverse learning needs of the students.
- Coordinate with the other team members to create a meaningful learning experience for teacher educators.

How much time is expected?

Roughly, each Design Team member is being asked to make a 20-hour commitment prior to the Summer Institute. The Design Team will meet at least 3 times before June 23. These meetings will last from 2-4 hours (depending on the goals).

The initial meeting is set for **Friday, April 18th from 12-4 in Salem**. Subsequent times can be arranged by each group. We anticipate two additional meetings will be needed to finish the lesson plans, work with the instructors who will be implementing the plans, and coordinate across groups to ensure a cohesive student experience. Some participants may be able to participate virtually and contribute to work electronically for part of the planning time, but attendance at the first meeting is necessary.

Is there compensation for this work?

Yes, OEIB has budgeted a stipend for each Design Team member. Each participant will receive roughly \$2500 to compensate for planning time as well as participation in the Summer Institute, itself.

Questions? Interested in participating?

Contact me today! Jennifer Roberts, 503.583.8558, jaroberts21@gmail.com

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