A Catholicon for Teacher Preparation: A Year-Long Residency Program

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Topic

Year-Long
Undergraduate Teacher
Residency Program

Problem Statement

Limited research exists
as to cooperating
teachers' perceptions
of the year-long
residency model

Objective

Tease out Cooperating Teachers' Perceptions



Context

Year-Long Residency Semester "A" Semester "B" Teacher Teacher Residency Undergraduate Candidacy Candidacy Practicum Coursework Residency Seminar (2 credits) (10+ credits) (10 credits) (2 credits)

Implications for Practice

Curriculum Re-Design

When situated within existing scholarly research, these findings provide a compelling argument that the element of time within the residency contributes to building the capacity of students.

Program Assessment

Potential cooperating teachers will need to reflect on how much reciprocity of voice they are willing to embrace.

Findings

Positive Perceptions

Year-Long Duration Provides
Richness in Experience

I Have A Voice, Listen to Me

"I won't take a student teacher that is not part of the year-long residency program is basically where I'm at at this point." - Laura

"Feeling each season of a school year [is crucial] because every part of the year feels so different" - Kristi

I absolutely have voice. We're part of the team [School of Education & me]. I get absolutely none of that supervisory vibe from them." - Mary

Question

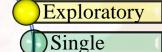
What are the cooperating teachers' perceptions of a year-long teaching residency program?

Sample

6 Cooperating
Teachers

Mean 19+ Years Teaching

5 of 6 worked with Residency Student(s) & Traditional Student Teacher(s)



Case Study

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References Available Upon Request