

Developing a Focused School Site Relationship

A Defined Opportunity for Innovation

Teacher Education Initiative Request for Proposals 2007-2008

General Instructions

This sketch is intended to provide a frame that defines an opportunity for innovation in a particular facet of the Teacher Education Initiative (TEI). Should you be interested in undertaking work described in this sketch, please submit a completed [Concept Paper](#), not more than 4 pages, to TEI Project Manager Francesca Forzani (fforzani@umich.edu). Members of the TEI Steering Group will respond to your concept paper within three weeks. If your concept paper is accepted, you will be asked to develop a [Logistics and Products Plan](#) detailing your vision of a timeline for this project. If your concept paper is not accepted, you may arrange to meet with one of the Steering Group members to discuss your proposal and the possibility of resubmission.

Summary: A Focused School Site Relationship (FSSR) is intended to be a comprehensive relationship between the School of Education and a single elementary, middle, or secondary school in the surrounding area. An FSSR is envisioned as a mutual, multi-year commitment focused on activities in the teacher education program and content delineated in the TEI curriculum framework that can complement ongoing work at the school and/or address needs expressed by staff and administrators of that school. The FSSR is designed to take advantage of student teacher placements that may span multiple terms. It also encourages multiple roles for personnel on both sides (e.g. CT's in that school might take on other roles in the teacher education program and faculty or graduate students might take on different roles-- coaching, teaching, advising-- in the school) that are mutually defined and deemed to be mutually beneficial. Finally, a FSSR also focuses on, and seeks to document, the learning of children and pre-service teachers over the specified lifespan of the relationship.

Purposes:

- To develop a sustained relationship around a certain focus or group of foci, based on mutually shared interests and needs between the school and the university's teacher education program.
- To create comprehensive relationships that are more systemic at the school and TE program level which can better support professional learning and development
- To integrate facets of teacher preparation and professional learning/development to better serve the needs of both the school and TE program.

Participants: Teacher-education faculty (potentially including lecturers and graduate students), program coordinators, and teacher education students; school-side personnel including building and/or district administrators and K-12 teachers. Successful proposals will involve thinking and participation from both the university and school-sides.

Opportunities to learn the work of teaching or teaching teachers:

- For pre-service and student teachers, the structured opportunity to participate within one school context over an extended period of time (e.g. through course work, practica, and student teaching) providing an opportunity to draw on knowledge of the setting as a resource in teaching.
- For UM faculty and graduate students, the opportunity to immerse their work (e.g teaching of teacher education courses and potentially research interests) in a specific school site and culture.
- For school personnel-- teachers and administrators-- to develop comprehensive and sustained relationships with the teacher education faculty, students, and programs that can support ongoing learning and teaching.
- For both groups-- university and school personnel-- to better understand and more clearly define areas of mutual benefit to their work in teacher education (which would include both pre-service and in-service professional learning).

Potential resource requests: Seed money for planning or securing essential materials to be used on-site