
CREDE Principles Applied to the Re-invention of Teacher Preparation: *From “Just in Case” to “Just in Time”*

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In the Beginning...

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- Ric Hovda, Dean of the College of Education, identified relevance of CREDE Principles to College Goals and Norms.
 - Kathy Cooter brought extensive experience in CREDE-based Pedagogy to the College and provided PD for Faculty.
 - Individual faculty began to restructure their teaching practice, modeling CREDE Standards for Effective Pedagogy

In Their Own Words...

- “I have definitely improved my teaching practices...with the CREDE principles.”
- “I have chosen to incorporate this teaching tactic into my classroom.”
- “Instead of having students describe their philosophy of teaching in an essay, I now have them work in groups to design a school. The philosophy emerges from this joint productive activity.”

Three R's Program

Recruitment and Retention through the Reinvention of Teacher Preparation at the University of Memphis

- Federal Teacher Quality Enhancement Grant
- Three-year Pilot Program
- Medical (teaching hospital/residency) Model

Three R's Program

Three R's Instructional Design and Classroom Practice based on CREDE Standards and Pillars of Practice; Pillars of Practice serve as foundation for the College of Education's Conceptual Framework



University of Memphis College of Education

Three R's Program



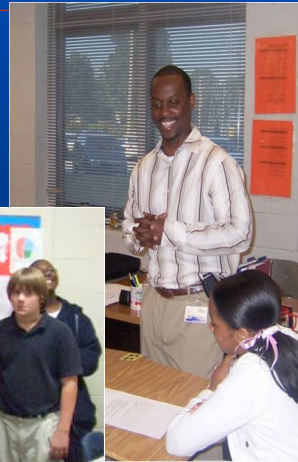
Team Trek:

- Assessing Learning and Self
- Managing Learning and Self
- Joint Productive Activity
- Demonstrating Professionalism through Teamwork, Collegiality, and Personal Development

Three R's Program

In the Classroom with At-Risk Students

- Connecting Learning to Students' Lives
- Facilitating Learning through Joint Productive Activity



THE UNIVERSITY OF
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From Just in Case...

...to Just in Time Pedagogy

Problem Based Learning

- Tennessee Board of Regents Teaching Quality Initiative (TQI) - an “Action Agenda for Change” in Teacher Preparation
- Primary Components: Residency model; performance assessments; Problem Based Learning (PBL) as primary strategy for instructional delivery

PBL and CREDE share:

- Engagement of pre-service teachers in learning opportunities that challenge cognitive and problem solving skills
- Promotion of learning through cooperation and teamwork
- Connection of teachers with real-world student experiences, skills and educational needs
- Learning through meaningful, productive activity

...and mis-steps

- Introductory orientation and writing session - Michael Hosakawa...University of Missouri Medical School.
- Attempts to write PBL cases addressing specific competencies.
 - We struggled to transfer from medical cases to teaching cases.
 - We covered the teaching *world* in each case.
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Aha! Moments

Trip to UM Medical School

- Observation of PBL in action
 - Week-long cases/processes
 - Student and facilitator roles
- Discussion with first-year med students
 - Learning the typical by examining the atypical
 - Confidence in the possibilities

Giving PBL a Try

- Terry Goodin (Middle TN State University) working with Music Teachers in a pilot training session.
- Experiencing sample PBL cases:
 - “To Bee or Not to Bee”
 - “Setting the Stage”

Giving PBL a Try

- Form groups of 8-10.
- Identify a quarterback and a facilitator.
- Quarterback reads Opening Scenario and Phase I and begins discussion.
- Facilitator guides only if necessary to be sure discussion is heading in the direction of major objectives.

Reflection

Did the PBL activity

- Challenge cognitive and problem solving skills?
- Promote learning through cooperation and teamwork?
- Connect with real-world experiences?
- Promote learning through meaningful, productive activity?