

Over the course of nine months preceding receipt of the Teacher Quality Enhancement grant, the University of Memphis Colleges of Education and Arts and Sciences partnered with Memphis City Schools in a nine-month collaborative process to develop a plan to reinvent teacher preparation programs at The University of Memphis. The Three R's Project is field testing this model with two cohorts of candidates for dual licensure in middle school math or science and special education. Three R's places emphasis on recruiting males, particularly African American males, to meet the demographic needs of our metropolitan high-need school district.

Key program elements are:

- a commitment to redefining teacher preparation around six identified **Pillars of Practice** representing an agreed upon set of common performance expectations;
- complete redesign of curricula and practice around performance standards tied to those pillars and applied through a **developmentally based system of evidence and feedback**;
- preparation for **dual licensure in special education** as a means of preparing teachers to effectively engage in teaching practice that is responsive to diverse student needs;
- emphasis on the use of **technology** for instructional delivery and student self-assessment;
- the reinvention of teaching experiences employing a medical **model of clinical practice** in which students complete increasingly intensive rotations with veteran teachers in school sites designated as specialty sites in content and/or cross-cutting areas of practice;
- incorporation of **intensive mentoring** beginning in preservice and extending through two years of induction; and
- **systematic linkages** between the Arts and Sciences, Education, and school district personnel for ongoing teacher professional development.

Major accomplishments during the current reporting period (October 1, 2006-April 15, 2007) include:

- Successful implementation of the spiral, performance- and clinically-based curriculum for the Master of Arts in Teaching Degree, meeting standards for both middle school and special education licensure, with Three R's Cohort I;
- Progressive integration of the CREDE standards in the delivery of instruction, both at the university and middle school (fellow) levels;
- Refinement of the six comprehensive capstone performance assessments, and implementation of the electronic portfolio (iWebfolio by Nuventive) with the first cohort of Three R's fellows;
- Effective implementation in the three original clinical practice sites and selection of a fourth site for the 2007-2008 school year;
- Training of clinical faculty provided by the New Teacher Center of Memphis (affiliated with the New Teacher Center, Santa Cruz);
- Establishment and staffing of the Office of School-Based Clinical Practice in the College of Education;

- A comprehensive interim program evaluation by the Collaborative for Teaching and Learning, Louisville, Kentucky, reporting survey, interview, and observational data;
- Development of recruitment materials and strategies and implementation of recruitment activities for Cohort II.

We anticipate this project will provide the model for all teacher preparation programs in the College of Education as well as college/school partnerships. The reorganized administrative structure leading to the establishment of the Office of School-Based Clinical Practice supports this model.