Proposed Redesign Process

Updated February 1, 2012

1. Draft Knowledge Bases and Program Standards
2. Identify essential content/skills/dispositions
3. Study and discuss existing models and state efforts
	1. Presentations of models
	2. Internet review of models
	3. Visits to other institutions
	4. Review student/alumni evaluations of current programs
4. Seek input from consultants
	1. Tom Bordenkircher (Ohio Board of Regents)
	2. Maria Angelova (English as a Second Language, English Language Learners)
	3. Amy Palermo (Director, Instructional Technology Services of Central Ohio)
	4. Judy Stahlman, Gina Eaton (Induction)
	5. Brian Yusko (Teacher Performance Assessment)
	6. Deb Delisle (State/national concerns)
	7. Office of Field Services Rep (Field placements, mentor teacher selection)
	8. Others
5. Propose models
	1. Standards/knowledge bases
	2. Admission requirements
	3. Course/clinical/field components
	4. Support systems
	5. Communication/collaboration systems
	6. Faculty role(s)
	7. Instructional modes
	8. Field placement, mentor teacher selection guidelines
	9. Exit requirements
	10. Proposed program duration (e.g., 4 years)
	11. Guidelines for induction/residency programs to follow
6. Discuss models
7. Select and refine a model
8. Prepare proposal