

Advancing the Development of Preservice Teachers (Project ADePT)

Program Name: Centers of Excellence in Elementary Teacher Preparation

1. Project Summary

The purpose of Project ADePT is to improve teacher preparation for elementary teachers so that they can have a greater impact on student learning, particularly for those subgroups that have shown patterns of underachievement, including students with disabilities, English language learners, and students living in poverty.

ADePT is designed to accomplish 4 goals. One, it is designed to deepen K-5 preservice teachers' (PSTs) content area knowledge by (a) strengthening the sequencing and depth of content course work in the program through collaboration with content experts in the College of Liberal Arts and Sciences (CLAS) in 4 core disciplines; and (b) providing interdisciplinary summer content clinics for pre-service teachers, university supervisors, and Mentor Teachers (MTs) in Alachua County (AC) Title I elementary schools. Two, it is designed to improve PSTs' classroom readiness by (a) training MTs and university supervisors in Fast Start Skills (FSS) and Data Driven Decision Making (DDDM), and (b) incorporating FSS and DDDM more intentionally into coursework and clinical assessments. Three, it is designed to strengthen the culminating field experience by (a) training university supervisors and MTs in an Instructional Coaching model developed by the Lastinger Center for Learning, (b) collaborating with the AC schools to increase the number of highly qualified MTs with whom to place PSTs, (c) training MTs and university supervisors in Fast Start Skills and DDDM, and (d) embedding two Professors in Residence (PiRs) in the target schools to facilitate the integration and enactment of ADePT goals. Four, it is designed to improve the quantity and quality of feedback to PSTs during the culminating field experience by (a) implementing the Instructional Coaching model and (b) implementing a cloud-based video recording feedback system.