

East Tennessee State University Digital Commons @ East Tennessee State University

ETSU Faculty Works

Faculty Works

5-21-2015

Beyond Problem-Based Learning: How a Residency Model Improves the Education of Pre-Service Teachers


Ryan Andrew Nivens

East Tennessee State University, nivens@etsu.edu

Renée Rice Moran

East Tennessee State University, ricemoran@etsu.edu

Follow this and additional works at: <https://dc.etsu.edu/etsu-works>

 Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Elementary Education and Teaching Commons](#), and the [Scholarship of Teaching and Learning Commons](#)

Citation Information

Nivens, Ryan Andrew; and Moran, Renée Rice. 2015. Beyond Problem-Based Learning: How a Residency Model Improves the Education of Pre-Service Teachers. Paper presentation. *Proceedings of the Joint Meeting of the Academic Business World International Conference & International Conference on Learning and Administration in Higher Education*, Nashville, TN. 52. <http://iclahe.org/Proceedings/2015/Proceedings-2015.pdf>

This Conference Proceeding is brought to you for free and open access by the Faculty Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in ETSU Faculty Works by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact digilib@etsu.edu.

Beyond Problem-Based Learning: How a Residency Model Improves the Education of Pre-Service Teachers

Copyright Statement

This document was published with permission from the publisher. It was originally published in the Proceedings of the Joint Meeting of the [Academic Business World International Conference & International Conference on Learning and Administration in Higher Education](#).

**Beyond Problem-Based Learning:
How a Residency Model Improves the
Education of Pre-Service Teachers**

Ryan Andrew Nivens

East Tennessee State University

Renée Rice Moran

East Tennessee State University

ABSTRACT

In 2010, the state of Tennessee embraced the call to overhaul teacher education and required programs to adopt a residency model within K-12 schools. This paper provides a description of how two methods courses have shifted from simulation-style projects to projects that involve working with actual K-6 students throughout the semester. We present an overview of the new residency style methods courses, along with how major assignments shifted to utilize the residency placement in the K-6 classroom.

After the implementation of Ready2Teach, simulation assignments in the Language Arts methods course were adapted to occur in the residency placement. Two specific assignments were modified to fit the residency model. Lesson planning moved from planning for a fictional class to planning for real students in conjunction with their mentor teacher and professor. In doing so, pre-service teachers were able to consider real life modifications and make data driven decisions in their planning. Additionally, pre-service teachers were given the opportunity to carry out a close reading lesson plan in their field placement, leading to more opportunities for engagement and reflection.

Similarly, in the mathematics methods course, simulation assignments shifted from being major course assignments into residency-based assignments used to model what the pre-service teachers would do in the K-6 classroom. Specifically, the analysis of student work and remediation planning became a meaningful activity with actual K-6 students and the potential to improve their mathematical proficiency. Additionally, an assessment project shifted into an actual assessment used in the residency placement within the K-6 classroom. We demonstrate successful transition of two methods courses from traditional college coursework into residency-based activity that meets the needs of both the university as well as the school district partners. Our pre-service teachers gain meaningful experience in the K-6 classroom and are able to make appropriate connections to research-based literature.