

## Connecting Teachers

### Internship Models: a variety of ways to connect secondary and college educators

Internship Model	Comments	Who is to be involved	How	Outcomes
<b>Feasible Models</b>				
1	<p>Cross Panel Teacher Experiences: Phase 1</p> <ul style="list-style-type: none"> <li>▪ A model designed around teacher pairs was begun to be piloted with the 12 teacher pairs in Year 1 of CT.</li> <li>▪ Teacher feedback was that it was very valuable and the majority of those involved would like to continue.</li> <li>▪ Cost: This involves the supply teacher cost for secondary school teachers and some cost to free up the college teachers.</li> <li>▪ The Cross Panel Teacher Experiences model builds on the “teacher pair model,” broadens the contacts that will be made during the internship and involves a wider range of experiences such as school visits, orientation sessions, class visits, job shadowing, attending meetings, making presentations, etc. The intent is to provide a broader understanding of the other panel as well as establishing individual teacher contacts between the two panels.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teachers to be involved in the internship to be identified through a Steering Committee planning process.</li> <li>▪ The planning and implementation of the Cross Panel Teacher Experience will involve the CT Steering Committee member to orchestrate and facilitate the internship within the host institution, others as he/she identifies, and the teacher(s) to be involved in the internship.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support continued and extended pairings from the Year 1 teacher pairs.</li> <li>▪ Survey former participants</li> <li>▪ Information about the learning and evaluation of the success of the internship to be collected in a standard format. See attached template for doing so. It is important that the elements of the internship experiences and the teachers’ learning be documented.</li> <li>▪ Develop a one-pager listing the types of things that would be appropriate to do during the various forms of Cross Panel Experiences.</li> </ul>	<p>See CT Year 1 Report for results of the teacher pairing.</p>

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2	Cross Panel Teacher Experiences: Phase 2	<ul style="list-style-type: none"> <li>▪ An optional 2<sup>nd</sup> stage would include team teaching or “guest lecturing” as part of the internship experience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Only those who had participated in Phase 1</li> </ul>	<ul style="list-style-type: none"> <li>▪ This could include full-time college teachers spending part of their professional and curriculum development time at a secondary school to do team teaching, a “guest lecture,” etc.</li> <li>▪ It was noted that since the student flow is towards college, more secondary school teachers may be interested than college teachers.</li> </ul>	
3	Cross Panel Experience for Administrators: Deans, Superintendents, Principals, etc	<ul style="list-style-type: none"> <li>▪ To be designed around Ministry in-service models and to include activities such as an orientation workshop, a workshop on a specific topic, invitation to meetings; for example, college reps might be invited to meetings of double cohort committees at the Boards. Could include the formation of a group that meets once or twice an academic year.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify needs of administrators and bring them to attention of the CT Steering Committee or specific Steering Committee members to organize an appropriate event, invitation, etc.</li> </ul>	<p>Greater understanding, thus better cooperation, more informed decision making, and support for teachers’ internships.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>▪ YCDSB Principals meeting at Humber, interaction with Humber administrators, and tour of facility</li> <li>▪ Guidance Heads’ meetings for TCDSB, Peel, YRDSB and YCDSB to be held at Humber during fall ’02.</li> </ul>	

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<p>4 Workshops organized and hosted by CT that are focused on specific topics of interest or designed for specific audiences to be held on a regular basis.</p> <p>Note: the workshops will sometimes form part of the Cross Panel Experiences</p>	<p>Examples:</p> <ul style="list-style-type: none"> <li>▪ Curricular discussion to promote understanding and where appropriate the alignment of the curriculum in math, Tech/Science, etc.</li> <li>▪ Presentation and discussion of college research on academic background and behaviors of incoming college students and the relation to success in college.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The CT Guidance Subcommittee was initiated during CT Year 2. They have planned / hosted 2 workshops to date and have additional topics in the queue.</li> <li>▪ Continue meetings regarding admissions / entry level expectations / recommended &amp; required courses. Follow-up with the Math, Science, Tech, and English teachers / administrators who met with Humber's Registrar to advise on admissions, required and recommended courses during fall '01.</li> </ul>	<p>Areas of focus might include:</p> <ul style="list-style-type: none"> <li>▪ Subject areas, curriculum alignment</li> <li>▪ Principals' orientation to college issues</li> <li>▪ Guidance needs in helping students plan for college</li> <li>▪ Registrar/admissions policies</li> <li>▪ Guidance-pathways</li> </ul> <p>Plan 2 year cycle where the groups meet once a semester in order to build relationships, expertise and understanding.</p>	<p>Such a series of focused workshops will produce a shared understanding among group members as well as resources which could be used by others.</p> <p>Principals/Vice Principals: develop contacts &amp; relationship with college staff through attendance at workshops on topics of interest and importance to student success.</p> <p>A workshop on the double cohort, applied degrees, &amp; college-university partnerships was held in April 02.</p> <p>A workshop on Apprenticeship is planned for Oct. 16, 02.</p>

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5	<p>Teachers who are on leave from their regular jobs (sabbatical, 4 for 5, etc.) teach a course(s) at an institution in the other panel.</p>	<ul style="list-style-type: none"> <li>▪ Piloted in fall '01 with a teacher from the Peel DSB teaching math at Humber College.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anyone who is interested and qualified to teach the course at the host institution.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use existing Board and College communication mechanisms to publicize the opportunity -- e.g. the TCDSB's <i>Director's Bulletin</i>.</li> <li>▪ The "host" institution needs to provide the teacher involved with orientation opportunities, a "buddy," and other support to make the experience interesting and valuable</li> <li>▪ The "home" institution needs to provide a way for what is learned to be communicated to others.</li> <li>▪ CT needs to communicate the learning &amp; outcomes broadly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As a result of "Connecting Teachers," a math teacher from the Peel DSB was hired by Humber to teach math for a semester while she was on sabbatical. Her teaching and the experience received outstanding evaluations.</li> <li>▪ Proposal that an article be written for "<i>Professionally Speaking</i>" or other professional journals and that opportunities for presentations at conferences be sought.</li> </ul>
6	<p>Joint attendance at conferences</p>	<ul style="list-style-type: none"> <li>▪ Secondary school participants invite college "partners" to attend major conferences with them, perhaps do joint presentations. Likewise college participants invite secondary school partners to join them at conferences</li> <li>▪ This was piloted and found to be very successful in Years 1&amp;2 of CT.</li> </ul>	<p>Those interested. This is often a follow-up activity to Internship # 1.</p>	<ul style="list-style-type: none"> <li>▪ Coordinate and communicate the opportunities.</li> <li>▪ A master calendar including key meetings and conferences has been established.</li> <li>▪ Communicate the opportunities, coordinate the participation, establish "buddies," put together joint presentations where appropriate.</li> </ul>	<p>Increased knowledge and understanding, possibly curriculum alignment benefits, and resources to help in educational and career planning.</p>

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	<p>secondary school &amp; college colleagues learn together in a conference setting and are stimulated to share their perspectives.</p> <ul style="list-style-type: none"> <li>▪ A suggestion was made that CT consider co-hosting a conference on the double cohort.</li> </ul>			
7	<p>Representatives from the other panel are invited to major Curriculum Planning Meetings</p>	<ul style="list-style-type: none"> <li>▪ The college holds major curriculum review meetings in May/June to which subject area representatives from the schools could be invited as participant observers.</li> <li>▪ Likewise, secondary school curriculum groups could invite college reps to major meetings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Subject appropriate people who are, ideally, able to attend over a period of several years in order to build depth of understanding and continuity of discussion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coordinate and communicate the opportunities.</li> <li>▪ Increased understanding of the other panel's curriculum, context , etc.</li> <li>▪ Better aligned curriculum</li> <li>▪ Resources may be shared which could be used to assist in educational and career planning.</li> </ul>
<p>Note: a master calendar including conferences, meetings, etc has been established for use in planning by CT. Steering Committee members forward dates of meetings &amp; conferences to the individual who is responsible for updating the calendar.</p>				

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8	Development of interdisciplinary courses to be linked with and designed to help prepare students for college programs	<ul style="list-style-type: none"> <li>▪ Interdisciplinary courses offer a method of delivering a set of modules drawn from various courses all of which focus on a particular problem or situation.</li> <li>▪ The 1<sup>st</sup> courses will be out in Feb. 03. There is information on the SS Ministry website.</li> <li>▪ A course which includes assistance for students who are preparing portfolios for use in the postsecondary admissions process would be helpful. It should be designed for independent study and delivered electronically. Note: TCDSB is currently working on a binder which will have a major component on portfolio development.</li> </ul>	Consider developing an interdisciplinary course which would focus on / include study skills necessary for college. Involve people who attended the Generic Skills conference in May 02 who might be interested in this	CT to consider sponsoring a group to attend the Ministry in-service on interdisciplinary courses.	<p>Interdisciplinary courses could be used by others.</p> <p>As well as the course material, increased knowledge and understanding on the part of the participant developers.</p>

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9	High School reps on College Advisory Committees	<ul style="list-style-type: none"> <li>▪ Secondary school representatives currently sit on some college program advisory committees. This practice should be expanded.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individuals such as Math, Science, Tech, English secondary school dept. heads – It is important to have someone who has a broad view of his/her area of specialization.</li> <li>▪ Guidance Counsellor/ Guidance head</li> </ul>	<p>Coordination of program advisory committee vacancies and appropriate candidates from the secondary system willing to serve to be developed by the CT Steering Committee.</p> <p>A list of Program Advisory Committees vacancies will be developed.</p>	<p>The College and secondary schools benefit from the increased understanding of the curriculum links, program entry requirements, employers and the industry. A good way for both college and high schools to remain current.</p>
10	High School teachers taking College courses	<ul style="list-style-type: none"> <li>▪ Treat teachers participants from “partnering” DSBs just as if they were college employees so that they can take college courses at a very reduced rate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secondary school teachers who have had some connection with CT or who are interested in doing so.</li> <li>▪ Currently the Schools of Information Technology &amp; Accounting and Applied Technology are piloting this internship opportunity.</li> <li>▪ Other college areas will be asked if they would like to participate.</li> </ul>	<p>Develop a brochure about this option which could be distributed to participants in the schools, talk to the Registrar’s Office about logistics, clarify who is eligible to take advantage of this opportunity, develop a way for those involved to register, distribute a flyer and application to be used by partnering Boards.</p>	<p>Increased knowledge and understanding of specific areas, especially technical ones, the development of personal contacts, perhaps could lead to joint curriculum development.</p>
11	Presentations to Trustees and Boards on issues of mutual interest, such as Admissions & the Double Cohort	<ul style="list-style-type: none"> <li>▪ Trustees and Boards need a good understanding of the issues facing the other panel; admissions to postsecondary programs in the time of the double cohort is a current issue of great interest to the secondary schools members. It is felt that their trustees and senior administration need to</li> </ul>	<ul style="list-style-type: none"> <li>▪ DSB stakeholder groups</li> <li>▪ Humber senior administrators &amp; admissions group</li> </ul>	<ul style="list-style-type: none"> <li>▪ Set up presentations for interested groups</li> </ul>	<p>Increased knowledge and understanding.</p>

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		develop a clearer understanding of the college system.			
12	Sharing of facilities and, perhaps, team teaching	<ul style="list-style-type: none"> <li>▪ A project whereby a secondary school teacher and the students use college facilities for all or part of a course that is being studied and used as a model for CT development. YCDSB has had a very successful project of this nature with Seneca College.</li> <li>▪ Notes: Landscape Ontario is looking for Apprenticeships. A number of greenhouses in the TCDSB (and perhaps other Boards) are now defunct. Is there a way to work with the College that will benefit both panels?</li> </ul>	Teachers teaching a secondary school course which is directly linked to a college program and which involves equipment or an environment which is not available at the secondary school setting.		Better understanding of curriculum alignment, utilization of space/ equipment, and smoother transition from school to college for students.