

# Portrait of a Rurally Responsive Teacher Education Program

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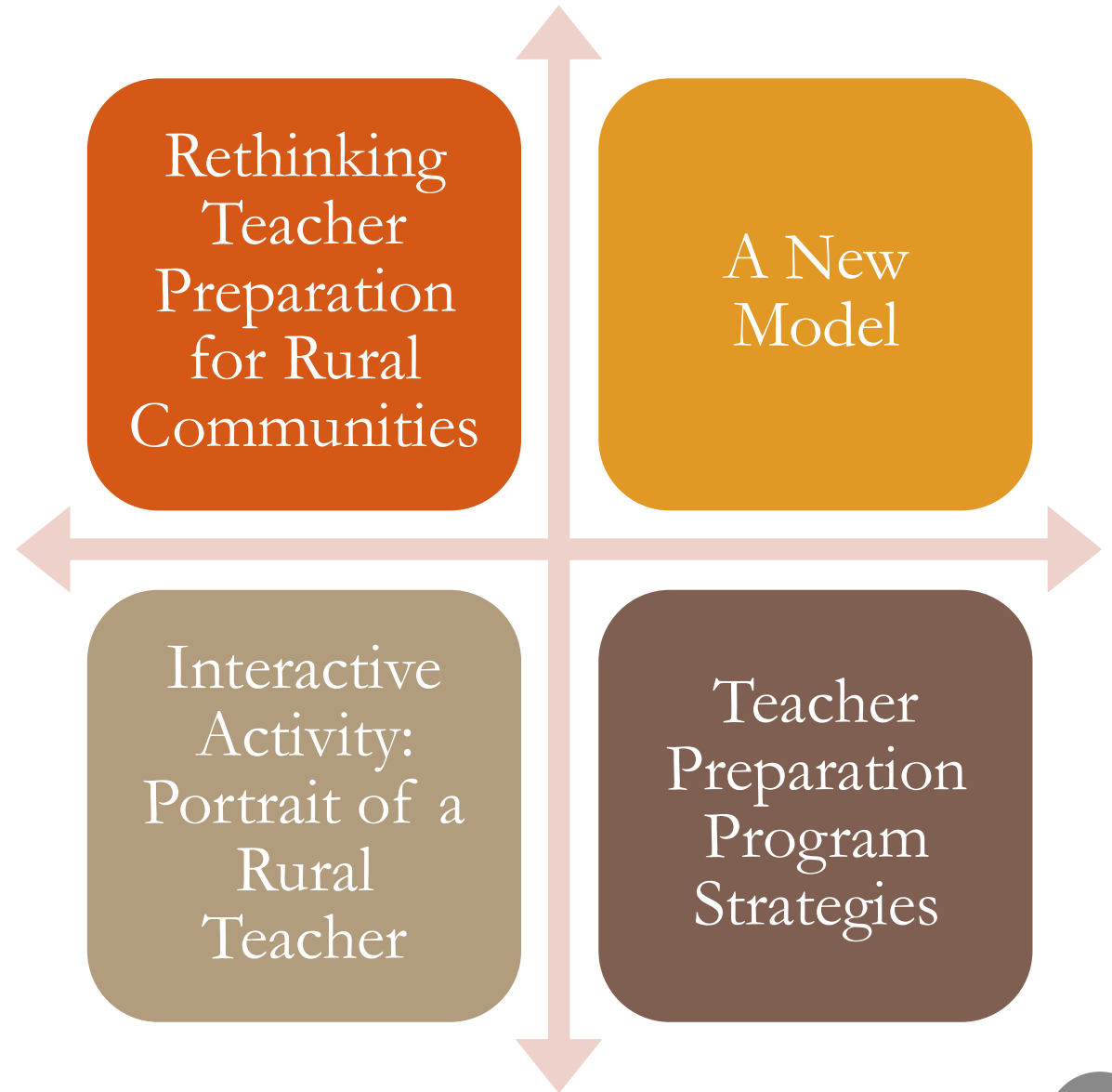
*University of Wisconsin-Platteville*

Dr. Jennifer Seelig & Katie McCabe

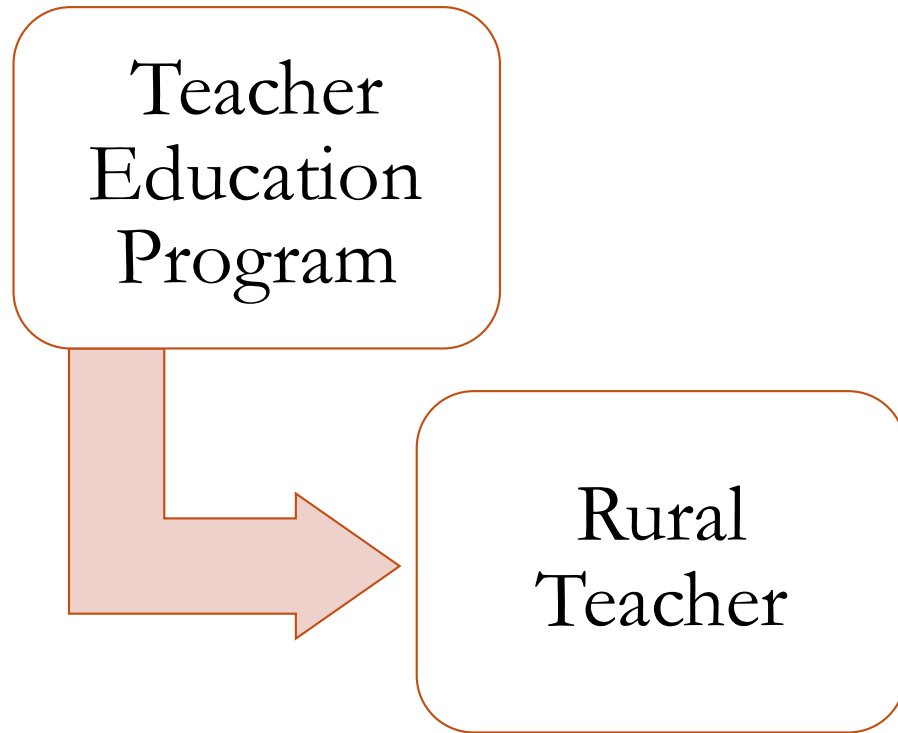
*University of Wisconsin-Madison*



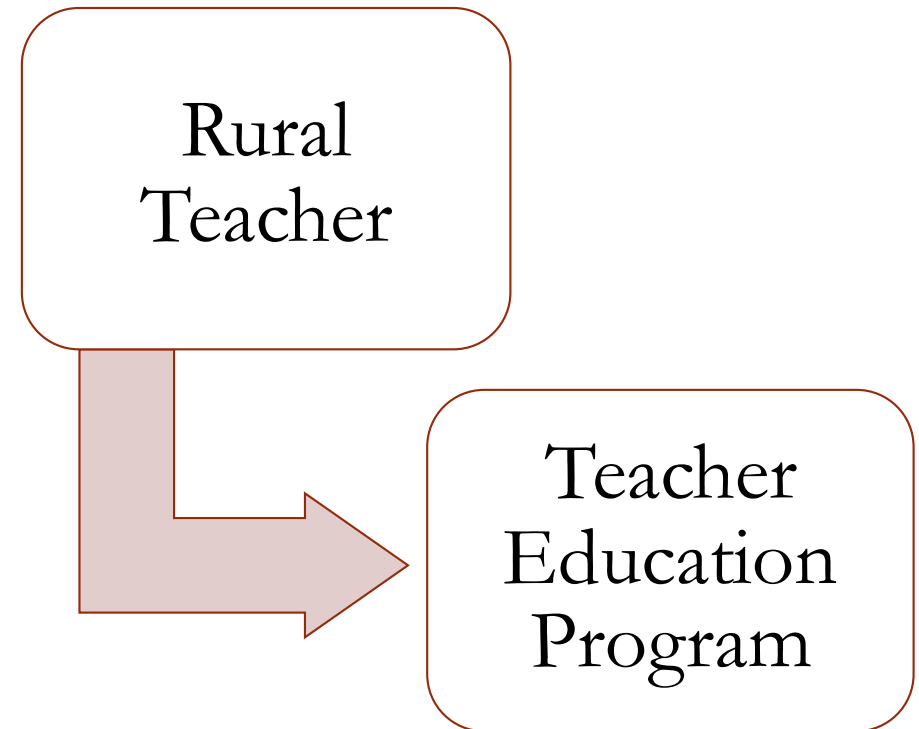
# Overview of Presentation



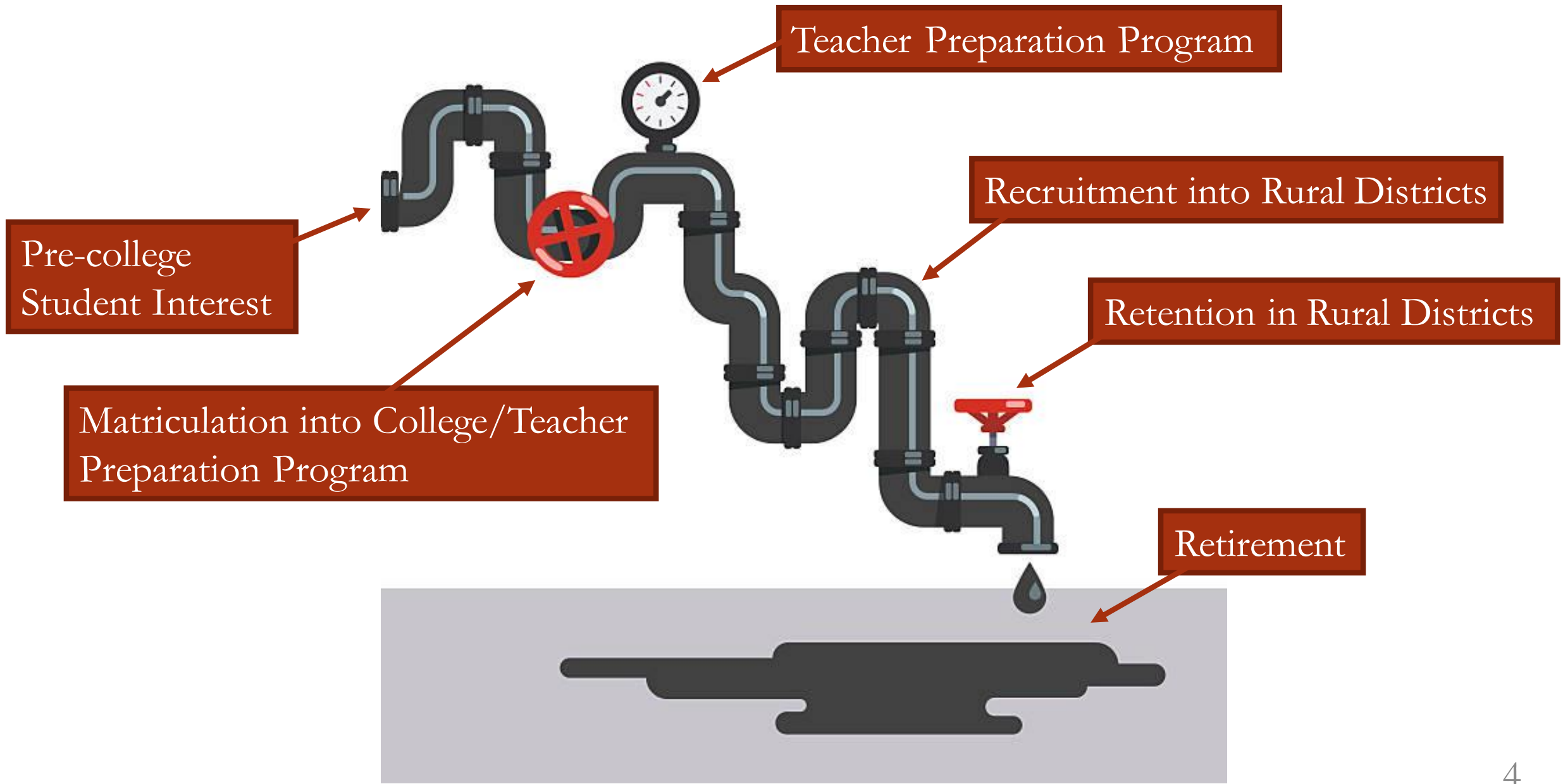
# A New Way of Thinking



In the literature, this is the typical approach to redesigning teacher preparation programs.



In this model, we look at the final product (rural teacher) as the foundation of the redesign.



## What Nurtures the Tree?

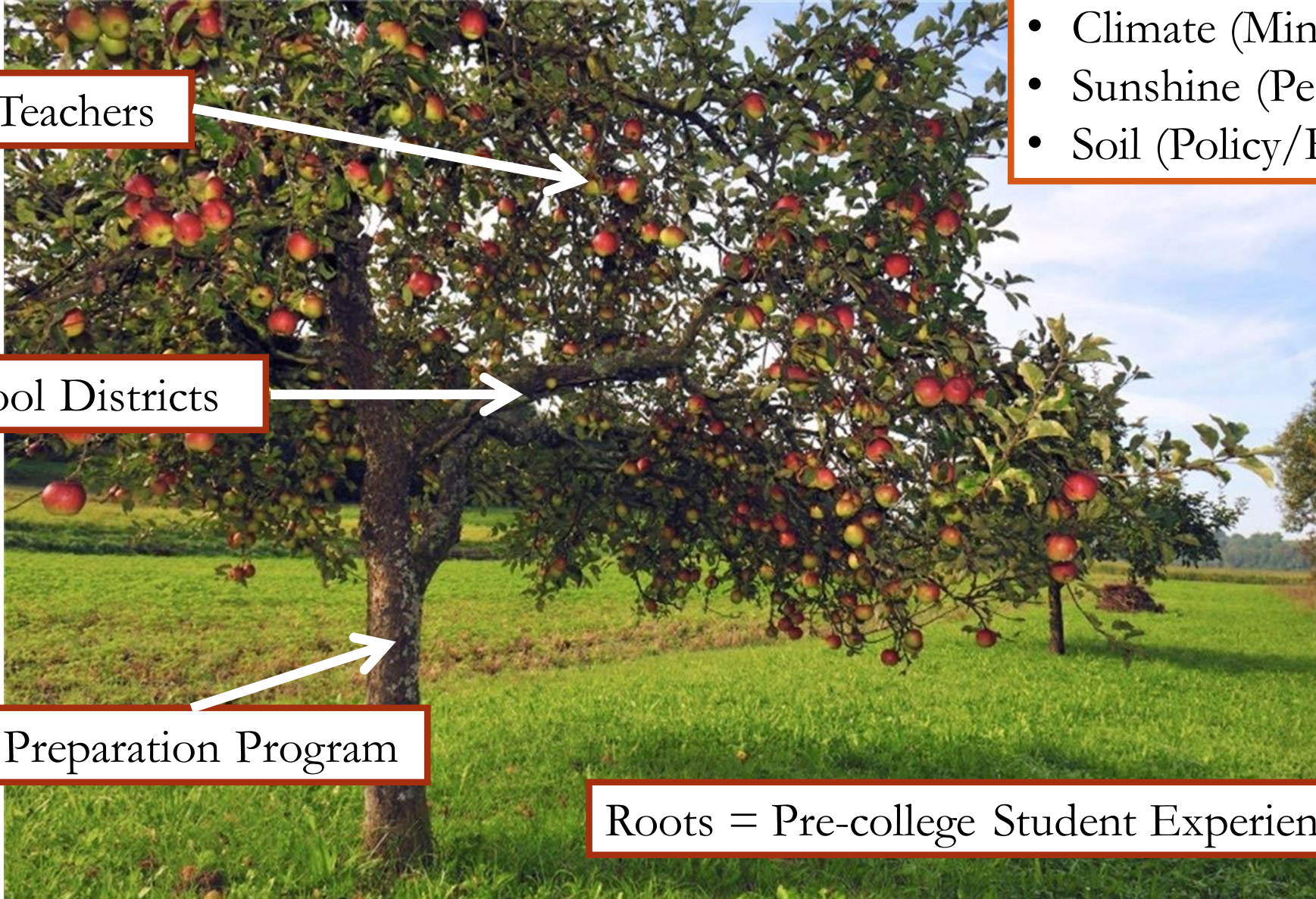
- Climate (Mindset)
- Sunshine (People)
- Soil (Policy/Requirements)

Rural Teachers

Rural School Districts

Teacher Preparation Program

Roots = Pre-college Student Experiences & Interest



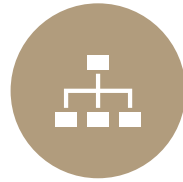
# Rural Teacher Characteristics from the Past



Teach with limited resources



Wear multiple hats



Department of one



Utilize community as a lab for out-of-school learning



Rural teachers as generalists



Individualize instruction

# Portrait Activity - Wisconsin

# Teacher Preparation Program Strategies

Dual enrollment  
courses with area  
schools

Professional  
development for area  
schools

Field placements for  
current students with  
strong graduates and  
peers

Strong theory,  
methods course, and  
field placements with  
rural focus woven  
throughout curriculum

Place-based curriculum  
for teacher candidates

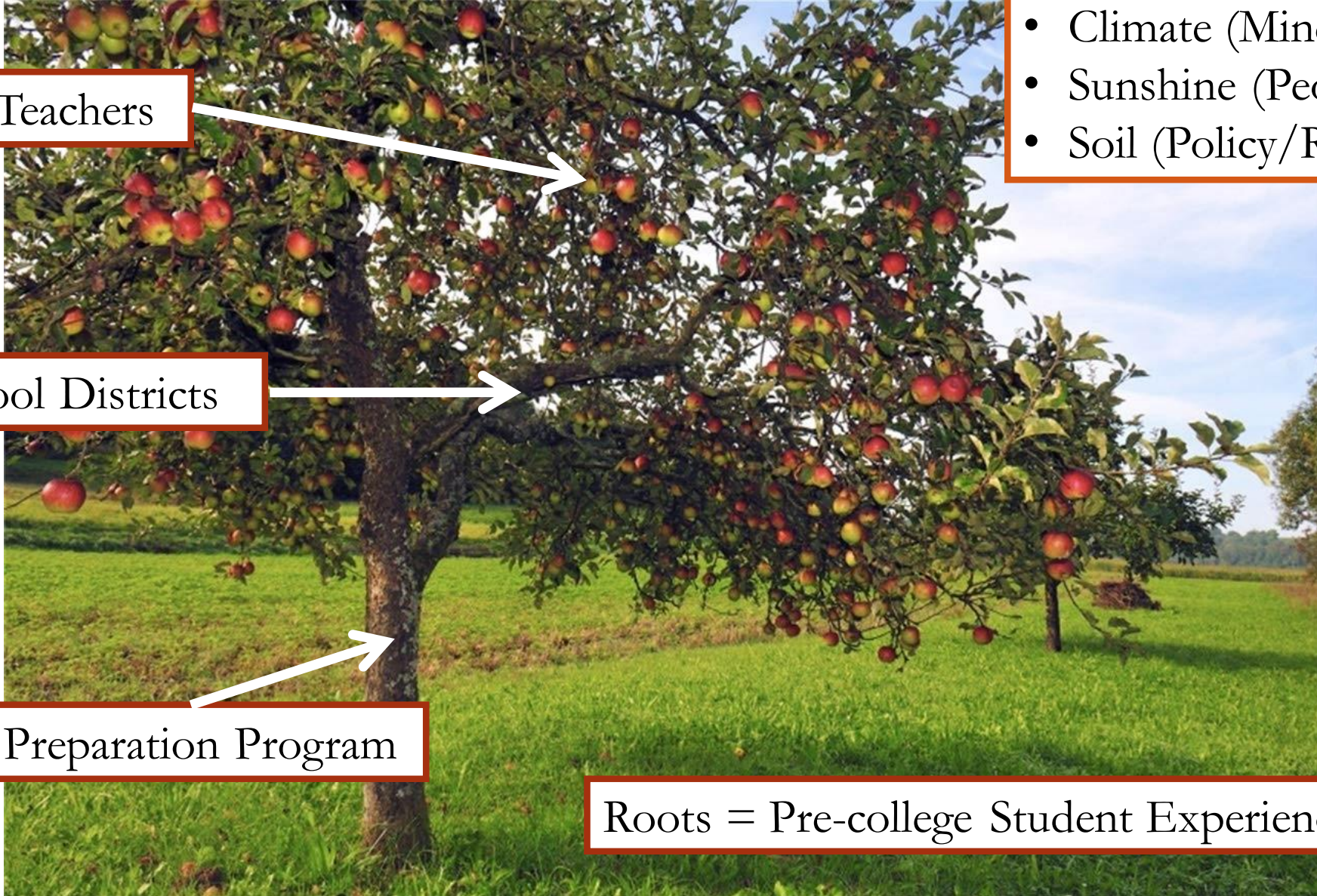
Training candidates to  
use place-based  
pedagogy



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# Concluding Thoughts

- Situated in place-specific contexts
  - Network and continuity of mentorship
  - Supporting rural teachers is a continuous process
  - Teacher preparation programs driven by the needs of rural schools
  - Teacher preparation as rural sustainability
- Universal components vs. the specific rural spaces
  - Not all candidates will enter a rural site
  - Potential for knowledge stagnation

# Questions & Gallery Walk

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Thank you!

