

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES**

**Agenda Item Summary Sheet**

**Committee:** Academic and Student Affairs      **Date of Meeting:** January 17, 2012

**Agenda Item:** Bush Foundation Teacher Education Partnership

- Proposed Policy Change       Approvals Required by Policy       Other Approvals       Monitoring
- Information

**Cite policy requirement, or explain why item is on the Board agenda:** Board of Trustees requested an update on the project which is now in Year 2.

**Scheduled Presenter(s):**

Steven Rosenstone, Chancellor  
Earl Potter, President, St. Cloud State University  
Judith Ramaley, President, Winona State University  
Richard Davenport, President, Minnesota State University, Mankato  
Ann Blackhurst, Provost, Minnesota State University Moorhead

**Outline of Key Points/Policy Issues:**

The goal the Bush Foundation established for increasing educational achievement is ambitious: *By 2020, we will increase by 50 percent the number of students in Minnesota, North Dakota and South Dakota, from pre-kindergarten through college, who are on track to earn a degree after high school, and eliminate disparities among diverse student groups.*

**Background Information:**

The Bush Foundation committed \$40 million over ten years to produce highly qualified and effective teachers. The selection and education of “Change Makers” to become P-12 teachers is viewed by the Bush Foundation as a key strategy in meeting that goal. Research shows that teacher effectiveness is strongly linked to student learning. Bush defines effectiveness as follows: *An effective teacher ensures that each child learns at least a year’s worth of knowledge for every year spent in the classroom.* Four state universities – Minnesota State University, Mankato; Minnesota State University Moorhead, St. Cloud State University and Winona State University – were among the 14 institutors in MN, North Dakota and South Dakota to receive funding. The four state universities will provide an update on how this project has transformed teacher education.

**BOARD OF TRUSTEES  
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

<b>INFORMATION ITEM</b>
<b>BUSH FOUNDATION TEACHER EDUCATION PARTNERSHIP</b>

**BACKGROUND**

In 2010 four Minnesota State Universities joined a partnership with ten other institutions in Minnesota, North Dakota and South Dakota funded by the Bush Foundation. The project called *Network for Excellence in Teaching* (NExT) represents a ten year commitment of the foundation and partner colleges to produce a cadre of highly effective teachers who will be able to dramatically improve student performance and eliminate disparities among diverse student groups. As a provider of half of Minnesota's teacher education graduates, the state universities are key to the partnerships success.

The goal of this Bush initiative is *to increase by 50 percent the number of students in Minnesota, North Dakota and South Dakota, from pre-kindergarten through college, who are on track to earn a degree after high school, and eliminate disparities among diverse student groups.*

Research shows that teacher effectiveness is the most important factor in the classroom for improving student performance and reducing the disparities among diverse student groups. That is why the strategies focus on **teacher effectiveness**, especially on reforming how teacher-preparation programs recruit, prepare, place and support the next generation of teachers. The Bush Foundation has committed \$40 million over ten years to accomplish the following:

- Partner with higher-education institutions to transform teacher-preparation programs and to guarantee the effectiveness of the teachers they prepare.
- Recruit high-caliber students to pursue teaching.
- Engage with public officials to reform public policies that affect teacher quality.
- Launch innovative support programs for school leaders and teachers.

The focus of the presentation to the Board of Trustees will be on the first and second of these priorities. Representatives from Minnesota State University, Mankato; Minnesota State University Moorhead, St. Cloud State University and Winona State University will each describe the transformational nature of the work by focusing on one particular aspect of their program. A description of each university program as well as the overall NExT program that will provide trustees with additional context and background will be sent under separate cover. Ample time will be provided for trustee questions and discussion.

Excerpted from the Bush Foundation's 2010 Annual Report.

# Increasing Educational Achievement

EDUCATIONAL ACHIEVEMENT GOAL

Increase by 50 percent the number of students in Minnesota, North Dakota and South Dakota, from pre-kindergarten through college, who are on track to earn a degree after high school, and eliminate disparities among diverse student groups.



Over the next 10 years, Minnesota, North Dakota and South Dakota will need 25,000 new, effective teachers. To address this need, the Bush Foundation and 14 higher education institutions announced a partnership in 2009 focused on transforming teacher-preparation programs (see list on page 5) in those three states.

These 14 colleges and universities, working together as the Network for Excellence in Teaching (NExT), have five key strategies:

- *Recruit* those most likely to succeed as effective teachers.
- *Prepare* them to be effective educators.
- *Place* them in schools led by leaders who will support them in those first critical years in the classroom.
- *Support* the new teachers on an ongoing basis after they graduate.
- *Measure* the effectiveness of their graduates through value-added assessment and other means.



“New teachers who enter classrooms with NExT training and support behind them will be the key to increasing educational achievement for students across the region,” said Susan Heegaard, Bush Foundation vice president and Educational Achievement team leader. “Our courageous partners are changing the way they do their work to better serve the needs of their graduates and, ultimately, the P-12 students they teach.”

**Partners achieved progress in all five strategic areas in 2010. The stories on the following pages highlight just a few of their accomplishments.**



## TEACHERS MAKE A DIFFERENCE

*Graduates from St. Cloud State University and teacher candidates from the University of Minnesota aim to increase educational achievement.*



# Preparing a Community

## *with More Continuity, Fewer Silos*

Featured Partners: University of Minnesota-Twin Cities and St. Cloud State University



**F**aculty and administrators at the **University of Minnesota-Twin Cities** (UMN) spent 2010 overhauling their entire teacher preparation curriculum. “We didn’t just tweak syllabi,” said Lisa Jones, executive director of the Educator Development and Research Center in the College of Education and Human Development. “We rethought all of it.”

Also crucial in creating new curriculum is breaking down the barriers that challenge most teacher-preparation programs. UMN’s new curriculum is based on concepts that are broader than those historically used in the teaching profession—acknowledging the impact of racial and cultural diversity on learning, and embracing family and community

*“We needed to get to every level to talk about what we were trying to do. This meant going to every department meeting, all college meetings, going to the school districts and scheduling meetings with superintendents.”*

- Becky Krystyniak, Ph.D., co-director of the Teacher Preparation Initiative, St. Cloud State University

Key to the new curriculum is continuity, and the timeline of learning starts even before students arrive on campus. Over the summer of 2012, the first cohort of students who will be trained using the new curriculum will complete a teacher identity study—essentially an educational autobiography—that leads them through a series of reflections about their cultural experiences, values and attitudes about school, as well as their family life. “Students really get this idea—a grounding of where they come from and who they are,” said Jones. “They recognize that their background will impact how they teach.”

assets, for instance. Faculty, teaching staff and P-12 partners developed these concepts, what the college calls the “Eight Great Lessons,” during a year-long process. “We wanted to identify what our students need to learn, as well as how they will use that learning in the field,” said Jones. “We used to present courses in silos and thought students would make these types of connections automatically. This integrated approach makes the lessons more intentional and obvious for them.” Students will be introduced to the concepts that comprise the lessons as they enter UMN, and continue to revisit them throughout

### **NEW CURRICULUM DRIVES TEACHER PREPARATION**

*Many voices are involved in redeveloping teacher training programs for all NExT partners, including higher ed faculty and students, as well as the teachers and students in P-12 partner districts.*

their program. Jones believes the lessons will extend beyond UMN's teacher-preparation program and into graduates' teaching classrooms.

Faculty members at **St. Cloud State University** (SCSU) are also working to break down silos. "All of the teacher-education programs are housed within the college of education, but all secondary education programs also have additional content courses," said Becky Krystyniak, Ph.D., co-director of the Teacher Preparation Initiative at SCSU and chemistry professor. She acknowledges this can lead to "a struggle for ownership."

Krystyniak said, "We needed to get to every level to talk about what we were trying to do. This meant going to every department meeting, all college meetings, going to the school districts and scheduling meetings with superintendents." As the conversations started to happen, so did the changes. Now SCSU has five separate working groups with representation across SCSU colleges and from its P-12 partners. Besides improved communication and collaboration across silos, SCSU is now finding ways to implement two key recommendations from the working groups—a pronounced increase in clinical experiences at SCSU and more time for student teaching in the classroom.

"We're exploring where we're missing the boat in preparing our students," said Krystyniak. "If our P-12 partners tell us that something we taught didn't stick, we're now finding ways to teach it differently." ■



## EDUCATION PARTNERS AND MEMBERS OF THE NETWORK FOR EXCELLENCE IN TEACHING (NEXT)

**Minnesota State University, Mankato**

**University of Minnesota-Twin Cities**

**St. Cloud State University**

**University of South Dakota**

**Winona State University**

### **Valley Partnership**

Minnesota State University Moorhead

North Dakota State University

Valley City State University

### **Twin Cities Teacher Collaborative**

Augsburg College

Bethel University

Concordia University, St. Paul

Hamline University

St. Catherine University



**BUSH FOUNDATION**

*courageous* LEADERSHIP | *sustainable* SOLUTIONS | *vital* COMMUNITIES

# Minnesota State University, Mankato NExT Project

## Project Summary

The teacher education unit is implementing a new program designed to create pipelines of strong candidates by identifying, involving, mentoring, and advising increasingly diverse candidates with great potential in middle schools, high schools, community colleges, our university, and other career pathways.

Our program's vision involves 2 years of school experience, with nearly all teacher preparation instruction in the schools, taught by teams of master teachers and university faculty, and focused on the real instructional needs of K-12 learners for whom the candidates have responsibility. The candidates will serve on sustained instructional teams, deploying instruction as a team, with increasingly sophisticated responsibilities as they are taught more about teaching. This teamed model of instruction will improve the school's effectiveness in generating K-12 student learning, and will increase the productive use of data to improve instruction. We are working with eight schools districts currently and are launching additional suburban and urban partnership sites over the next two years. In addition, all candidates will experience a minimum of 6 weeks of uniquely divergent field experience (urban, international, etc.) to shift perspective while building resilience and resourcefulness.

We will guarantee the effectiveness of our graduates, follow graduates with three years of professional development and mentoring, and will monitor their success with E-12 learners. Content courses (our teacher education candidates take at minimum the same major requirements as majors who do not plan to teach) will be taught on line and after school responsibilities each day. We have constructed and launched a data system that will include high quality performance assessments and surveys as well as growth and value-added E-12 student learning data for candidates and graduates. Predictive studies will allow informed refinement of our programs.

## Early Achievements

- Focus on Quality**  
 Partner superintendents have validated, within the first eighteen months of the project, the level of impact Mankato candidates and graduates have on their students' academic achievement and have noted the success that the Co-teaching model, as a singular strategy, has brought to their entire school communities – not only impacting our candidates success but also career-level teachers as well through high quality professional development that accompanies the Co-teaching model.
- Focus on Diversity**  
 Our project set an ambitious target of 25% candidates of color within our teaching pool by the project's close in 2020. In 2009, 2.9% of our students enrolled in teacher preparation were from diverse backgrounds – in 2011, the metric has shifted to 6.9%. Our recruitment strategies are showing fruit, and all though we are still a long way from achieving our percentage goal, we are very encouraged.

## Key Statistics

First Enrolled Students:	Fall 2010
First Graduates Teaching:	Fall 2014
First Effectiveness Data:	Fall 2015
2009 Proposed Education Program	
Annual Graduates:	700
Grant Awarded: \$4.75 million 2010-2014 for program transformation; \$1.5 million available for deemed "guaranteed graduates" at 2017 and 2020 checkpoints.	
P-12 Public School Partner Districts (54 sites):	
Bloomington, Faribault, Mankato, LeSueur-Henderson, Owatonna, St. Peter, Sibley East, and Waseca	

## Project Components

### Recruitment

- Creation of the [Maverick Teacher Recruitment Center](#) to facilitate and manage efforts in partnership with community colleges and P-12 schools
- Established a goal that 25 percent of its prospective teachers be students of color

### Preparation

- Exposure to diverse settings (regionally, nationally, and internationally) for a minimum of 6 weeks
- Field work integration with content courses and class schedules
- [Co-teaching](#) field experience and student teaching model
- "Just-in-Time" instruction allowing reflection and feedback immediately after relevant classroom experience

### Placement

- To ensure its graduates' success, Minnesota State Mankato will partner with P-12 schools that fully support new teacher development and will develop a shared vision and responsibility for these teachers. These efforts include jointly developed strategic plans that identify short-, medium-, and long-term employment needs by subject
- PDS Advancement Via Individual Determination ([AVID](#)) Alliance (first P-20 AVID partnership in the nation)

### Support

- Mankato's Center for Mentoring and Induction will significantly increase the availability of its quality services to all districts, delivering skilled mentors individually matched with each program graduate
- National [partnership with New Teacher Center](#)

### Assessment & Research

- Development of [high caliber data system](#) to interface candidate performance data and K-12 student achievement data
- Minnesota State Mankato chosen as host institution/grant recipient to enhance the capacity of the higher education partners at the MnSCU campuses to collect, compile, and analyze data of the NExT initiative

# Minnesota State University, Mankato NExT Project

## Transformation Milestones – The First 18 Months

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- **RECRUITMENT:** Hiring of full-time Maverick Teacher Recruitment Coordinator; establishment of a targeted recruitment fund for teacher candidates of color within the College of Education; establishment of Teachers-of-Tomorrow Club; and development of teacher recruitment partnerships with 2-year Community Colleges.
- **PREPARATION (Curriculum Redesign):** Teacher Performance Assessment (TPA\*) - digital module development to support candidates and faculty along with curriculum alignment to TPA; Minnesota Teacher Licensure Exam (MTLE) candidate support – test strategies, tutoring, advocacy, and data analysis; Shared Wiki among University teacher education faculty (Content-area and KSP faculty specifically) - lesson design, theorists, technology, and academic literacy; creation of Advising Maps; development of Professional Learning Teams with K-12 Faculty.
  - **\*TPA – Minnesota State Mankato was an “early adopter University”** within the TPA Accelerated States consortium led by Stanford University. All candidates in student teaching participate in this formative assessment tool of teaching effectiveness, while University faculty and supervisors are receiving intensive professional development for the support of candidates during their TPA task-experiences. Support includes online resources and training modules for students and teachers. These online tools were developed by Minnesota State Mankato faculty and P-12 partner educators as one component of our curriculum redesign efforts.
  - **Market-driven program options in development/pending approval:**
    - ABS licensure (Special Education)
    - STEM certificate (Elementary)
    - Middle-school endorsements to initial licensure (Elementary):
      - Science
      - Mathematics
      - Communication/Arts/Literature
- **PREPARATION (Field Experiences):** Co-teaching model within student teaching/capstone experience - 16 week experiences (70% co-teaching, 30% solo-teaching); Expanded duration field experiences within the semesters of methodology coursework (i.e.: elementary education majors spend a minimum of 4 weeks, full-day experiences during the 3 semesters PRIOR to student teaching); Long-term field placement options – Teacher candidates placed in same field site for both their final pre-service experience semester and student teaching experience semester – in essence, one academic year in same K-12 site (“deep roots” for greater impact on K-12 student achievement). Approximately 20% of candidates are participating in the long-term field placement option within its second semester of offering; expanded international placement options that now include formalized partnerships with Universities in Australia, Costa Rica, and the United Arab Emirates.
- **PLACEMENT:** Expansion of Professional Development School (PDS) partnerships to the Twin Cities – CSUP at 7700 France - including the formation of beginning partnerships with Bloomington, Inver Grove Heights, and Shakopee Public Schools; scaling of the Teacher-on-Special-Assignment / Graduate Teaching Fellowship Program (resource/personnel sharing between University and PDS Districts) encompassing professional development (supervision, mentoring, PDS advancement, and leadership), delivered through Integrated Field Services (IFS); development of the AVID Alliance with 6 PDS Districts (AVID is a college readiness system. The mission is to close the achievement gap by preparing all students for college readiness and success in a global society. As part of the collaboration, Mankato students, many of them teacher candidates, will be trained as AVID tutors, and conduct tutorials in the AVID classrooms in the partner districts.)
- **SUPPORT:** Articulation of comprehensive induction components and systems; engagement locally, regionally, and nationally via: local Mentor Network, State-wide Bush Mini-Summit (facilitator), and New Teacher Center Partnership; and establishing a seamless continuum of “support” (i.e. Mentoring & Induction) that begins in pre-service education through career-level support in partnership with P-12 schools. Minnesota State Mankato is finalizing a partnership between the New Teacher Center (UC-Santa Cruz) and our own Center for Mentoring & Induction to move this innovative continuum forward – this partnership is a significant “value-add” to our recruited teacher candidates as a “culture of mentoring” becomes part of pre-service experiences as opposed to traditional models that reserve mentoring/induction for in-service teachers only.
- **ASSESSMENT & RESEARCH:** Formation of the “new” COE Assessment Committee comprised of faculty representatives from each department in the College involved in licensure. The group was charged with assisting their departments in gathering, analyzing and/or accessing relevant data regarding program effectiveness and candidate competence; building of a data system and hiring of a Research System's Liaison; formation of a faculty group to study best practices for improving growth along a continuum of intercultural competence via The Intercultural Development Inventory (IDI); Minnesota State Mankato chosen as host institution/grant recipient to enhance the capacity of the higher education partners at the MnSCU campuses to collect, compile, and analyze data of the NExT initiative.

## For More Information

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MINNESOTA STATE UNIVERSITY  
MOORHEAD™

In the fall of 2009, Minnesota State University Moorhead (MSUM), North Dakota State University and Valley City State University teamed up to form the Valley Partnership. The purpose of this partnership is to allow these three Universities to work collaboratively, while still retaining our separate identities and unique specialties, to prepare teachers for our region. In 2010, the Valley Partnership was awarded 5.1 million dollars to transform teacher education over a ten-year period.

At MSUM, this transformation ultimately will impact over 1,000 elementary education pre-service teachers, many of whom will remain in the Valley following graduation. The central emphasis of our work in teacher preparation is to focus candidates' attention and skills on the impact their teaching has on student learning. In order to do this, we have revised existing courses and added new courses to create a strong focus on making instructional decisions based on formal and informal assessment. We also infused the majority of our special education standards into the coursework so that candidates will be able to add a special education licensure to their elementary degree with ease.

In addition to curriculum changes, we have fine-tuned our field experiences. Rather than place students all over the region, we now cluster students in schools for each field experience. The instructors of the complementary courses go to the sites and reinforce what candidates are learning in the classroom. Additionally, university liaisons are onsite daily, working with the cooperating teachers and candidates to ensure that the intended outcomes of each experience are realized. MSUM currently works extensively with six partner schools. The administrators and classroom teachers of the schools have been overwhelmingly positive about this new approach.

This close mentorship does not end with graduation. During the first three years of teaching, our graduates will receive follow-up and support from MSUM faculty via one-to-one communication, discussion groups with peers, and/or our technology portal.

If you would like more information, please visit [www.teachers2be.org](http://www.teachers2be.org).



## **Early Achievements**

MSUM hosts “Connecting Theory to Practice: Embedded Field Experiences” forum with university faculty, K-12 administrators and teachers to discuss embedded field experiences. Roundtable visits are very beneficial to develop embedded field experience logistics and protocols for MSUM preparation program, university supervisors, K-12 administrators and teachers. Approximately 50 faculty, administrators and teachers participated in this forum.

MSUM begins work on STL restructuring to integrate Bush grant initiatives into teacher preparation program organization framework. Restructuring process brings forward needs for additional faculty and program realignment to include embedded field experiences and increased collaboration between IHE and K-12 schools.

MSUM places first University Liaisons in Ellen Hopkins Elementary in Moorhead, Minnesota, Bennett Elementary in Fargo, North Dakota and Glyndon Elementary in Glyndon, Minnesota in pilot project to supervise candidates in student teaching and practicum experiences.

MSUM partners with NDSU to offer first co-teaching training event in Fargo, North Dakota facilitated by Dr. Nancy Bacharach and Dr. Teresa Heck from St. Cloud State University. Training is attended by approximately 35 Minnesota service area administrators and teachers.

MSUM Liaison program is expanded to include S.G. Reinertsen Elementary in Moorhead.

MSUM Elementary Inclusive Education (EIE) Program is approved by the Minnesota Board of Teaching

MSUM STL hosts an art show in partnership with service area K-12 schools to “Celebrate the Art of Teaching Through Art.” K-12 students are asked to describe their perspectives about teaching through art which is displayed in MSUM STL and juried by the MSUM Art Department. Activity provides K-12 classroom teachers and MSUM faculty opportunities to visit with teacher candidates and K-12 students about the importance of teaching and teacher education.

MSUM pilots common assessment of student teaching and exit survey prepared in collaboration with NDSU and VCSU field experiences cross-institutional work group. Results are evaluated and reported for revisions in developing final assessments in 2011-2012.

MSUM hosts "Focus on Effectiveness" assessment conference at Moorhead High School for approximately 100 service area administrators and teachers to provide training in the integration and use of assessments in K-12 curriculum. Presenters included Mike Schmoker, Larry Ainsworth and Kent Pekel.

MSUM STL partners with Detroit Lakes Public School District students enrolled in future educator's cohort curriculum track to provide preparation program exploratory activities.

MSUM works together with newly hired data systems architect to develop program area electronic data records site for common storage of teacher preparation information. Site will facilitate Mac and PC communications and will provide a much needed common record-keeping option regardless of changes in programs or personnel. Site will also facilitate learning connections between self-study programs, NCATE, Bush Grant and other work in various strands of the Grant Initiative.

MSUM University Liaison Program is expanded to include McKinley, Lincoln and Jefferson Elementary Schools in Fargo and Robert Asp Elementary in Moorhead.

Plans are developed to bring secondary and K-12 program on board with Bush Grant.

MSUM implements common assessment for student teaching with revisions. Common assessment entry survey is administered to all Education 205 (Introduction to Education) students in STL Program. MSUM surveys all prospective students attending Dragon Days exploratory visits about their interest in Teaching and Learning and MSUM teacher preparation program.

Elementary Inclusive Education (EIE) program is fully implemented with addition of third phase of program. EIE program faculty initiate plans to implement student advisory group.

## Teacher Preparation Initiative

St. Cloud State University



**Project Summary:** St. Cloud State University (SCSU) will strengthen its teacher preparation program through a strong, active collaboration with Arts and Science faculty, Education faculty, and P-12 school districts and communities. Together we are exploring many initiatives, including but not limited to co-teaching, diverse and numerous clinical experiences, and strong P--16 partnerships in the four areas of teacher preparation: Recruit, Prepare, Place and Support. The Teacher Preparation Initiative (TPI) was created to spearhead teacher preparation reform at SCSU.

The Teacher Preparation Initiative (TPI) was created to lead this work at SCSU. The vision of a teacher graduating from St. Cloud State University is of a candidate who along with having a deep understanding of their core content area and pedagogy, will also have developed pedagogical content knowledge, will be able to use assessment and technology to successfully promote the learning of content and 21st Century skills as well as meeting the social/emotional needs of ALL students. The ideal teacher from SCSU will also have operational knowledge and skills to support the improvement of P-12 student achievement and on closing the achievement gap. TPI currently has over 125 University and P-12 participants on five different Working Groups and a Task Force that are investigating and making recommendations regarding best practices for teacher preparation and support to achieve this vision.

### P-16 Partnerships

The Teacher Preparation Initiative has 6 partner districts that are actively involved with the work of the initiative. The districts include: Holdingford, Monticello, ROCORI, Sartell – St. Stephen, Sauk Rapids – Rice , and St. Cloud Area.

### Working Groups

The Teacher Preparation Initiative represents an attempt to transform all teacher preparation programs from the ground up, with as many stakeholders as possible. Our approach is to create Working Groups, which include faculty, staff and administrators from across the University and P-12 school districts. The members of all Working Groups represent existing structures (departments, offices, committees, schools, licensure areas, etc.) to provide a communication bridge, provide a structure for sustainability, and not duplicate existing efforts.

### Program Information:

First Enrolled Students at SCSU: Fall 2012

First Graduates Teaching: Fall 2016

First Effectiveness Data: Spring 2018

Annual Graduates: 375



## **New Teacher Preparation Program Components:**

**University-wide involvement:** Our program will be integrated and university wide. We are making changes not only to courses within the teacher preparation program but also to the liberal education program. For example, we are recommending the incorporation of national technology standards (ISTE-NETS) into our general education courses across the university.

**P-12 Partnerships:** We are working in strong partnership with P-12 teachers and administrators. We have participants from 6 districts that are actively involved on all of our Working Groups and are shaping the direction of our new preparation program. While we have always had partnerships with P-12, these new relationships are deeper, more focused, and directly involve P-12 teachers, staff and administration.

**Co-Teaching:** We are changing how our curriculum will be delivered. We will be expanding our nationally recognized co-teaching approach from student teaching to our courses. We anticipate that students will take courses that are co-taught by a combination of SOE faculty, content faculty, and P-12 teachers.

**Focus on Recruitment:** SCSU has never intentionally recruited students into teaching. We are now planning to offer scholarships for targeted populations and areas of study (STEM, ELL, SPED, Teachers of Color). We have also created Future Educators Clubs at SCSU and in our 6 partner districts and will kick off in Fall 2012. We are also actively marketing our Teacher Education Program, including an upcoming ad in "Seventeen" magazine this Spring.

**Common Education Core:** We are investigating a new Educational Foundations core that will be taken by all students regardless of their intended license. Currently there are four different introductory courses, with students having little interaction with folks pursuing licenses outside of their own (elementary, CFS, SPED, secondary).

**Induction and Support:** Currently we do not have any infrastructure in place to support the induction of our teacher candidates after they graduate into their classrooms. The Support Working Group (university faculty, induction and mentoring experts, as well as P-12 teachers and administrators) is working on identifying an integrated and collaborative model of 3-year support for new teachers. This model will build on the current programs in place at our P-12 partner districts and investigate ways to share resources across districts and with the University.

**Assessment:** We have adopted the ILAT Passport system for collecting, analyzing and reporting data regarding our teacher candidates for program improvement. We will also be able to use this system for analyzing pupil value-added assessment data to support the effectiveness of our teacher graduates. We have also created an Assessment Director position for the Teacher Education Unit and are in the midst of a national search.

## **Guiding Principles for Curricular Reform**

We are utilizing input from our stakeholders and the research regarding preparation needs and have developed guiding principles for our new program:

- A partnership in teaching, learning, research and assessment to prepare and retain P12 teachers through closer, ongoing, amicable and mutually-respectful connection between university and P12 faculty and students.
- A strong social justice model that addresses achievement gaps, connects educational practice to the community and family and promotes equal access to a high quality P12 education for all students.
- Formative and supported educational field experiences with collaboration between college and P-12 faculty with the student candidate from pre-service through in-service practice extending into three years of employment.
- Programs developed iteratively with formative feedback from college and P-12 faculty and students.
- A theory and evidence based model with clear foundations in research and assessment that leads to improving P12 student achievement and simultaneous renewal of P16 programs.
- Strong rigorous content knowledge and pedagogical preparation for teacher candidates.
- Enhancement of global and cultural competencies in the preparation of teachers, as well as the development of skills and training for working in demographically, linguistically, and culturally diverse classrooms.

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[www.stcloudstate.edu/tpi](http://www.stcloudstate.edu/tpi)

#### **Sustainability –University Commitment**

In order to be successful, the changes to teacher preparation must be sustainable beyond the grant itself. We are making major organizational changes to teacher preparation as well as in the University existing structures. For example, TPI assessment components are part of the evaluation and assessment within the SOE's programs. A new teacher support structure is being developed through the New Teacher Meetings created and sustained by TPI. The enhancement and increment of clinical experiences for all teacher candidates is being designed and will be implemented from next academic year.

***Governance Structure for Teacher Preparation:*** We are changing the organizational structure of the governance of teacher preparation. We have developed a new group called the SCSU TEAC – Teacher Education Advisory Council that consists of representatives from all of the teacher licensure areas, as well as additional representatives from centers that support teacher preparation (Student services, Office of field experiences). We will also have P-12 representation on this group. In addition, we are planning to expand the executive decision making beyond the Dean of the School of Education, to include all of the Deans across the institution as well as three Superintendents through a Teacher Education Executive Council (TEEC). This helps to sustain the university-wide focus of the program and the P-12 partnership component. Finally, we will also be working with our P-12 partners to develop an advisory council that consists of P-12 staff development personnel that will provide a communication avenue back to districts, and provide representatives to TEAC.

***University Reorganization:*** As part of the University reorganization, a Center for secondary education and research was envisioned. We are working to identify ways to expand the functionality of this center to be a hub for teacher professional development, outreach, assessment, and to continue the collaboration of faculty across the university and with our partner districts. We strongly believe that the organizational structure of the Teacher Preparation Initiative (TPI) will morph into the leadership of this Center. Also through the University reorganization a new School of Education was developed to focus solely on teacher preparation. There will be a reallocation of resources to support new ideas and initiatives that promote effective teaching. One such resource is a new Office of Student Services in the School of Education that focuses on supporting students through the progress of their license, including the Minnesota Teacher Licensure Exams (MTLE), developing the new assessment system for tracking student progress through their programs (ILAT), and other licensure requirements.

# Winona State University, Teach21 Project

funded by the Archibald Bush Foundation: Network for Excellence in Teaching (NExT)

## Project Summary

Teach21 is the name we've given to the Bush-funded transformations of our teacher education programs and the process in which we are engaged. It is predicated on our Statement of Core Beliefs, that we exist to *prepare "professionals to continuously improve Birth-to-Grade 12 student learning in twenty-first century schools."* **Our partnerships with B-12 professionals are central to how we plan, implement, lead and establish accountabilities for Teach 21.**

Essential elements of our Teach21 model include:

- Early and often instructionally integrated clinical experience for candidates
- Candidate cohorts designed to support (a) integrated instruction and (b) sustained field projects
- The co-teaching model of student teaching
- Cognitive Coaching
- Authentic and reflective assessment (including Value Added [VARC], Common Metrics [NExT] and Teacher Performance Assessment [MDE])
- Integration of distinctly WSU resources for teacher education, including our Wellness and the National Child Protection Training Centers.

## Early Achievements

In year 2, faculty engaged in creating both opportunities and resources for faculty members to work together at developing innovations and improvements in: Instruction, Clinical Experience, Recruitment & Admission, Advising, Assessment & Data Management and more. In doing so, we:

- adopted a Conceptual Framework and Core Beliefs Statement,
- developed a theory of change,
- introduced a model of collaboration among University cohort instructors,
- engaged in two extensive curriculum retreats,
- established new recruitment strategies and admissions policies,
- examined current advising structures and processes,
- developed the Teach21 identity and logo,
- adopted co-teaching and cognitive coaching as essential program components,
- expanded instructional technology resources,
- provided important professional development for teachers in the Winona Area Public Schools new STEM K-4 Options Program,
- supported Unit members' participation in professional development programs,
- designed and implemented a new Assessment Fellows program to lead change through assessment, and
- launched a second cohort of candidates in Winona and a new cohort in Rochester

## Key Statistics

First Enrolled Students:	Fall 2010
First Graduates Teaching:	Fall 2014
First Effectiveness Data:	Fall 2015
Annual Graduates:	240

Grant Awarded: \$3.5 million 2010-2014 for program transformation; \$540,000 available for deemed "guaranteed graduates" at 2017 and 2020 checkpoints.

B-12 Public School Partner Districts (46 sites): Winona, LaCrescent-Hokah, Rochester and Austin.

# Winona State University, Teach21 Project

funded by the Archibald Bush Foundation: Network for Excellence in Teaching (NExT)

## **“Charge Statements” of select Teach21 Project Teams**

### *Recruitment*

Develop and guide the implementation of a recruitment plan to attract highly qualified, learner centered teacher leaders into the Bush Foundation cohorts in Winona and in Rochester, with an eye toward increasing diversity in the teaching profession, recommending holistic admission procedures, focusing efforts on high demand teaching areas in the region, building partnerships with promising feeder schools and building a foundation for successful and sustained relationships with entering students.

### *Preparation*

Collaboratively develop, provide leadership to, and continuously improve a process that broadly engages University and field partners in designing and delivering a coherent instructional strategy, including an integrated course sequence that is both supportive of and supported by clinical practice. This model will challenge and intentionally prepare pre-service teachers to effectively meet the needs of the 21<sup>st</sup> century P-12 learner in an increasingly interconnected, diverse and global society.

### *Placement*

Create a triadic relationship between the University/Unit, beginning teachers and B-12 schools, by building B-12 placement partnerships that offer graduates with the opportunity for placement in districts and teaching positions that provide professional development support specific to the needs of beginning teachers.

### *Support*

Co-develop and implement induction programs that support beginning teachers' development as effective educators who are able to ensure that their B-12 students are achieving at least one year's academic growth in one year's time. Utilize continuous improvement tools and assessments of the beginning teachers' experiences, growth and performance that inform both pre-service in induction programs.

### *Assessment*

Develop and provide leadership to an assessment and data management system for the Teach21 project.

## **Transformation Milestones- The First 18 Months**

### **RECRUITMENT:**

- First Bush Cohort (43 candidates) selected from those who submitted early application to WSU
- Recruitment Team hires marketing consultant who facilitates design process for WSU's logo and identity (Teach21) as well as a marketing and communications plan
- Recruitment Team designed an application to Teach21 process
- Recruitment Team designed and lead new candidate admissions process for Teach21 applicants, reviewed 43 applications, accepted 30 candidates for Cohort II.

### **PREPARATION (CURRICULUM REDESIGN):**

- Rochester curriculum redesign process (started in 2008) proposed for University approval
- 1<sup>st</sup> Bush Cohort arrived and began new sequence of cohorted courses, including early clinical experience; content included required seminars offered by the National Child Protection Training Center (NCPTC) as well as wellness experiences
- Instructional Planning and Design Team held 1 week-long retreat in February focused on curriculum redesign (B12 partner district representatives, Unit faculty and candidates participated in the retreat) and included video conference with Linda Darling Hammond, with follow-up sessions in March, April, and May

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- Preparation for Cohort II ensued on Winona campus; redesigned curriculum for Rochester vetted and approved as a one-time course offering for Fall 2011; Rochester preparation for its Cohort I ensued
- Winona Area Public Schools (WAPS) announced plans to open STEM option at Jefferson Elementary School; members of the Science, Math, and Education Department faculty met regularly and collaboratively provided professional development needed

## **PREPARATION (FIELD EXPERIENCE):**

- Clinical Experience and Student Teaching Team designed a Continuum of Clinical Practice proposal based on research and evidence (including the NCATE Blue Ribbon Panel Report)
- Teachers on Special Assignment (TOSA) in one B-12 partner district began teaching methods courses on site in a district school classroom
- 10 trainees (B-12 partner district representatives and Unit faculty) participated in Co-Teaching training. All attendees unanimously agreed to bring Co-Teaching to WSU as capstone student teaching model

## **PLACEMENT:**

- Director of Community Partnerships and Development (a TOSA) hired; work in serving as a bridge between University and area school districts began
- Collaboratively designed professional development workshops offered to newly hired STEM teachers, as well as other area teachers; ongoing support of the Science faculty is offered and accepted by STEM teachers in WAPS district.
- First Teach21 Leadership Summit held; 75 people (B-12 partner district representatives, WSU faculty, administrators and students) in attendance; focus of Summit is partnership and shared responsibility for teacher preparation
- Co-Teaching and Cognitive Coaching approved by Education Department and Unit faculty; 10 Co-Teaching pairs formed and trained for Spring 2012 Co-Teaching pilot
- Letter of Agreement (LOA) approved by WAPS and WSU at all levels; anticipate LOAs with other partner districts to follow

## **SUPPORT:**

- Career Placement and Induction Team established focus on pre-service and in-service partnerships
- Team members attended induction conferences
- Team lead participated in MN Induction Network meetings

## **ASSESSMENT AND RESEARCH:**

- VARC visit with review of district data occurred
- Examined and redesigned comprehensive Unit Assessment System (UAS)
- Assessment Capacity Grant awarded by Bush Foundation; Assessment Fellows began Professional Development
- TPA training, protocols developed and began

## **For More Information**

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