

TEACHER EDUCATION REDESIGN INITIATIVE AT THE UNIVERSITY OF MINNESOTA

EXECUTIVE SUMMARY

The University of Minnesota will be known for preparing teachers who focus relentlessly on student learning and function as adaptive experts in their classrooms as a result of the Teacher Education Redesign Initiative (**TERI**). Adaptive experts possess both the expert knowledge that is necessary for high-quality performance and the ability to be flexible and inventive in the face of non-routine situations, as described in *Preparing Teachers for a Changing World* published by the National Academy of Education in 2005. Teachers who are adaptive experts need not only to develop conceptual understandings, but also to have access to procedural competencies, models of practice, and ways of monitoring their own development.

By using the construct of adaptive expertise in our preparation of teachers, our teaching candidates' learning will comprise four overlapping areas. First, they will learn the knowledge and research-based pedagogical skills necessary for beginning their teaching careers. Second, they will learn how to use assessment formatively so they can adapt their instructional practices moment-by-moment to meet the diverse learning needs of their students. We place a particular emphasis on our program completers' ability to work effectively with students learning English as an additional language and students with special learning needs. Third, they will learn how to inquire systematically into their own practice as a means of adapting to the ever-changing demands of students, classrooms, and schools. Finally, they will know how to stay abreast of the fast-paced changes in instructional technology and use technology to enhance pupil learning. Our ultimate focus is on the academic achievement of P-12 students.

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Our programs will provide a coherent preparation experience for teaching candidates through multiple clinical experiences with foundational knowledge wrapped around those experiences. We will diversify the clinical experience options for candidates by developing professional development school options within the College of Education and Human Development (**CEHD**) and key partner schools. Recommendation for licensure will rely on candidates' performance on core performance assessments in key pedagogical areas, guaranteeing their effectiveness as teachers who can guide and support the learning of all students.

We intend for this work to have a positive and long-lasting influence on the children of Minnesota, our candidates' careers as teachers, and our programs within the CEHD. This work has the strong support of the University President, the Vice President and Provost, the Dean of the CEHD, and faculty in CEHD. As a research-extensive university, we will incorporate research questions and an evaluation system into our redesign to inform TERI and generate new understanding about teacher preparation, teaching, and learning.

PROGRAM DESIGN

Program Degree and Licensing Structure

Our teacher licensing programs are predominantly at the post-baccalaureate level. Individual program structures vary within the CEHD. Some candidates complete a MEd with licensure and some programs require candidates to return after initial teaching experiences to complete the MEd requirements. We offer three undergraduate majors that can lead to our licensure programs: elementary education, early childhood education, and kinesiology

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(preparation for physical education licensure). UMN undergraduates in these programs choose whether to enroll in the post-baccalaureate licensure program, with approximately 95% doing so. We also prepare students for licensure at the undergraduate level in music and agriculture. Since 2007, we have had a **DirecTrack to Teaching** option that provides early admission for exceptionally qualified UMN undergraduates majoring in content areas across the university to the CEHD post-baccalaureate licensure programs in art, business and marketing, English, family and consumer science, mathematics, science, world languages, English as a second language, social studies, and special education. The percentage of our program completers who report that they secure teaching positions in their first year has declined over the last three years. Of those securing positions, approximately 85% remain in Minnesota to teach.

Year	% securing teaching positions
Prior to 2005	93-95 (steadily)
2005	93
2006	83
2007	83.5

Note: Data from teachers who completed in 2008 are currently being collected.

Recruitment and Admissions

New **recruitment** strategies will focus on four areas:

1) *Diversify our teacher candidate pool.*

The struggle to diversify the teaching force nationwide is well documented. We believe that a teaching force that more closely resembles the increasingly diverse student population in Minnesota is essential for providing diverse cultural perspectives in schools, for providing all students with images of a diverse profession of teaching, and for tapping into students' native language(s) and cultures in ways that will increase student achievement.

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2) Recruit exceptionally qualified UMN undergraduate students into licensure programs.

Building on the early success of our DirecTrack to Teaching program, we will develop structures to better connect undergraduate students to school experiences and education coursework via collaboration with faculty and advisors in departments across the University, particularly for identified areas of shortage, such as physics, chemistry, and languages.

3) Recruit career changers for whom teaching is a goal.

Since the beginning of our post-baccalaureate preparation programs, approximately 50% of the secondary licensure candidates have been career changers. While this percent has declined somewhat, we see that individuals who are changing careers continue to enroll in our programs. Developing multiple avenues into the licensure programs will be a goal of TERI.

4) Redesign and expand recruitment materials.

Given that we currently have few areas in Minnesota in which we experience shortages of available licensed teachers, we want to recruit the strongest candidates into our programs. To do this, we will create recruitment materials that clearly identify the UMN signature of preparing teachers who are adaptive experts and who relentlessly focus on student learning.

New **admission** procedures will be changed using two processes.

1) Revise current admission criteria based on an analysis of predictive criteria.

We seek to identify admission criteria that predict successful performance of candidates both in our licensure programs and in their first three years of teaching. We will do this by conducting an analysis of

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current admissions criteria as predictors of success and revise admission criteria to focus on selection of candidates who demonstrate those attributes that lead to success.

2) *Develop admission procedures to assess professional commitments.*

We recognize that both academic preparation and particular dispositions or professional commitments are needed for effective teaching. Our school-based partners have told us that they would like to hire beginning teachers who demonstrate the commitment to focus relentlessly on student learning and take responsibility for the learning of all students without seeking excuses in the community, family, and culture of the students. They want teachers who can communicate and collaborate with each other and with the families and communities of their students. In response to our school partners, we will develop admission procedures that identify candidates with the potential to demonstrate these commitments as teachers.

Summary of changes in recruitment and admissions processes

Program Element	Current	Proposed Changes
Recruitment	<p><i>DirecTrack to Teaching</i></p> <ul style="list-style-type: none">• Exceptionally qualified UMN undergraduate content majors guaranteed early post-baccalaureate admission if program requirements are fulfilled• Students enter as sophomores <p><i>Undergraduate major that can lead to UMN licensure programs</i></p> <ul style="list-style-type: none">• elementary education• early childhood education• kinesiology (physical education) <p>Rely on reputation of UMN for candidates to apply.</p>	<ol style="list-style-type: none">1. Diversify our teacher candidate pool.2. Recruit exceptionally qualified UMN undergraduate students into licensure programs3. Recruit career changers for whom teaching is a goal.4. Redesign and expand recruitment materials.

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Admission	Admissions criteria for post-baccalaureate licensure programs: <ul style="list-style-type: none">• bachelor's degree• 2.8 minimum GPA• 100 hours of experience working or volunteering in a classroom• work with diverse community• completed content-specific prerequisite coursework	<ol style="list-style-type: none">1. Revise current admission criteria based on an analysis of predictive criteria.2. Develop admission procedures to assess professional commitments.
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Prepare

The redesign of our teacher education programs focuses on four core areas.

1) Develop and renew partnerships with districts and schools.

Based on the conceptual work of the Holmes Partnership and the research conducted by its members, we intend to adopt a Professional Development School (**PDS**) model in creating and renewing school and district partnerships with the university. The NCATE standards for developing and maintaining PDSs will guide our work. NCATE's vision of a PDS partnership is:

A Professional Development School (PDS) is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and institution of higher education (IHE) faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. A PDS may involve a single or multiple schools, school systems and IHEs and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and PreK-12 schools.

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We strongly stand by the premise that these partnerships must be beneficial to all partners. Our partners tell us that they are engaging with us because they 1) know their P-12 students will benefit from the expertise and resources that the University will offer from both CEHD faculty and faculty across the University; 2) that they trust the University for the quality of teacher preparation and teacher development that it can offer to their teachers; and 3) that a partnership with the University will provide opportunities to develop the leadership and instructional practices of their faculty.

For the University, the partnerships will provide high quality clinical experiences for our candidates in places where we will be able to provide ongoing support. The University will also benefit from the expertise of master teachers within our partner districts as we create teaching opportunities for them on our campus and in the PDSs. Through our partnerships, we will have the ability to place candidates in classrooms with teachers who demonstrate effective practices and develop professional development opportunities for cooperating teachers related to mentoring and instructional coaching to assist them in their work with preservice candidates.

All PDS clinical experiences will be coordinated in such a way that research, theory, and practice are meaningfully integrated and applied toward the goal of P-12 student learning. All candidates will complete a set of core performance assessments in key areas of pedagogical development. Candidates will spend the majority of their time at school sites under the supervision of a school-university liaison who will work with both the candidates and the cooperating teachers. The candidate will have structured observational experiences in several dimensions of the school (e.g., administrative, counseling, cafeteria, playground, extra-curricular) and a concentrated period of time with a cooperating teacher for practice teaching.

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Cohorts will meet regularly at the school site for general pedagogical preparation with the liaison and with university faculty in “courses” on content pedagogy, foundational ideas, and other specialized areas of preparation.

In the first year of implementation, about 25% of our candidates will have their clinical experience in PDSs in our partner districts. The remaining candidates will be expected to complete the same core performance assessments in high quality clinical placements. As more schools within our district partners are identified and developed as PDSs, more of our candidates will have access to PDS clinical placements. We anticipate that within five years of implementation all of our candidates will be prepared in a PDS clinical setting.

2) Revise curriculum to meet today's and tomorrow's school needs.

We annually survey our program completers near the end of their first year of teaching and we hold three annual meetings with an external advisory board comprising school/district administrators, graduates of our programs, state legislators, and members of the business community. Survey results and feedback from the advisory board consistently show that candidates and school employers view our program completers as having strong subject matter expertise. However, the data and feedback have helped us identify four areas in which we need to strengthen our curriculum: 1) preparation for work with special education students; 2) preparation for work with English language learners; 3) development of cultural competence; and 4) preparation for working effectively with families and communities. During summer 2009, over 40 faculty members from our college and members of the school community began work on curriculum redesign. Four task groups developed key outcomes expected of candidates in each of the areas identified above. Three additional groups addressed integrating technology in

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instructional design, reading in the content areas because of new Minnesota state requirements, and assessment and learning due to our commitment to preparing teachers who can relentlessly focus on student learning.

3) Develop core performance assessments of teacher candidates.

Candidates across all licensure programs will engage in common core performance assessments in addition to their individual program's existing content-specific pedagogical focus.

Experiences that will support candidates both theoretically and in their performance on these assessments will be developed in course work that will occur either in a university classroom or in a clinical setting. At the national level, the University of Minnesota has been selected as one of the institutions to pilot a national Teacher Performance Assessment as a capstone assessment of teacher preparation. This assessment requires candidates to present an authentic example of their own teaching that includes planning instruction for specific students in a specific context, enacting instruction (video and analysis), assessing learning (student work analysis), and reflecting on the outcomes and next steps for instruction. We will continue to work on this initiative and integrate it with the work of TERI.

4) Engage university faculty in professional development opportunities.

During the summer 2009 Task Group debriefing, members of the faculty suggested that to be successful in achieving the identified curriculum reforms our faculty would need to have access to ongoing professional development in these key areas. As part of the redesign, the Dean's office will host a series of college-wide professional development sessions for faculty and staff on topics such as integration of instructional technologies into University courses, the preparation and scoring of new assessments, and cultural identity and competency.

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Summary of changes in preparation programs

Program Element	Current	Proposed Changes
Prepare: Field Experiences	<p>No formal partnership criteria; Multiple placements for practicum and student teaching</p> <p>Agreements for clinical placements with over 150 districts and independent schools</p> <p>No uniform criteria for selecting cooperating teachers</p>	<ol style="list-style-type: none"> 1. Develop criteria for partnerships 2. Implement PDS model <ul style="list-style-type: none"> • Mutual benefits for partners • School – University liaison works with school faculty and teaching candidates • Professional preparation and support for cooperating teachers
Prepare: Teaching in Today's and Tomorrow's Schools	<p>Content area prerequisites for post-bac programs; Content-specific teaching methods courses; Foundations courses:</p> <ul style="list-style-type: none"> • Learning, Cognition, and Assessment • Developmental and Individual Differences • School and Society • Human Relations • Technology for Teaching and Learning <p>Assessments</p> <ul style="list-style-type: none"> • Pedagogical content knowledge assessed in class-embedded assessments • Professional dispositions assessed on rubric throughout the program • Observations in clinical experiences made by cooperating teacher and the University supervisors • Overall summative assessment using rubric aligned with the Minnesota Standards of Effective Practice for Teachers 	<ol style="list-style-type: none"> 1. Develop and renew partnerships with districts and schools. <ul style="list-style-type: none"> • Use NCATE standards to guide partnership development • Identify PDS sites within the districts • All candidates prepared in PDS clinical setting within five years 2. Revise curriculum to have stronger coherence between course work and with clinical work (using wrap-around, modular, and thematic designs), and address topics identified by school partners as high-need areas: <ul style="list-style-type: none"> • Special education • English language learners • Cultural competence • Families and communities • Integrating technology with instruction • Reading in the content areas • Assessment and learning 3. Develop core performance assessments of teacher candidates. <ul style="list-style-type: none"> • Clinically and course-embedded • National Teacher Performance Assessment capstone 4. Engage university faculty in professional development opportunities.

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Place

In conversations with our potential partners, no district has indicated a willingness to guarantee jobs to teachers we recommend for licensure. As a result, we expect that securing guarantees of placement for our candidates will be a process that will take several years to achieve. We will work with our partner districts to establish mutually acceptable procedures for placing students in beginning teaching positions. One possible first step is that districts guarantee our program completers an interview for open positions for which they are qualified. Guaranteed interviews should lead to a high percentage of hires as districts come to value our well-prepared candidates and view them as an investment in student learning.

The guarantee of employment for our program completers will require four conditions. First, we will need well-established partnerships such that each partner is fully confident of the quality and commitment of the other. Our guarantee of effectiveness must be in place and districts must understand the concept of performance of adaptive experts and the benefits of hiring our candidates. Second, districts will need to make accurate predictions of their hiring needs at least two years in advance, allowing us to make adaptations in the number of students admitted to our programs. Third, we will need commitment on the part of the district to hire our program completers. The teachers' union must be supportive of the policy of guaranteed jobs for our program completers. Finally, we will need strategies for appropriately matching candidates with job openings, taking into consideration the professional goals and strengths of the candidate and the needs of the school and district.

Currently, we envision the schools and districts with which we partner as the ideal sites for placing our candidates. Partnerships with districts rather than schools are critical here; for

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example, students might experience their preparation in a PDS school in the district and then be hired into a different school within the district.

Summary of changes in preparation programs

Program Element	Current	Proposed Changes
Place	<ul style="list-style-type: none">• Career center• Job fairs	<ol style="list-style-type: none">1. Establish partnerships with districts.2. Create conditions needed for hiring guarantees<ul style="list-style-type: none">• Well-established partnerships• Accurate predictions of teacher hiring needs in partner districts• District commitment to hiring• Strategies for matching candidates with openings

Support

Induction supports for our program completers will be developed using four strategies:

1) Build multi-year induction support systems for teachers in our partner districts.

We will assist school leadership in conceptualizing a comprehensive induction system as suggested by the research on effective induction designs. We will also work with our partners in developing mentoring programs by preparing teachers to be mentors of early career teachers and preparing teachers to work collaboratively on practice-based professional development initiatives such as National Board Certification. Our goal is to induct early career teachers into schools where professional learning is a professional expectation of all faculty.

*2) Support the implementation of Teacher Support Partnership **Induction Guidelines**.*

The University of Minnesota has been a member of the Teacher Support Partnership (TSP), with representation from Education Minnesota, the Minnesota Department of Education, Minnesota State Colleges and Universities, and the University of Minnesota-Twin Cities, since its inception

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in 2007. In collaboration with teams of P-12 and higher education partners from across the state, TSP has developed *Guidelines for Minnesota Educator Induction* that can be used as a framework for developing high-quality, research-based induction systems at the school district level. The TSP is currently in a position to disseminate its work to districts throughout the state, provide the necessary professional development for district leadership to build induction systems locally that create a seamless transition to first year teaching.

2) Expand on-line induction programs across content areas.

Some CEHD faculty have developed content specific models of induction for teachers in their field throughout the state. These efforts have focused primarily on the first year of teaching. For example, the Teacher Induction Network is an online induction course for secondary STEM teachers throughout Minnesota, utilizing both synchronous and asynchronous technologies to connect novice teachers with content specific mentors and to a community of their peers. This model uses voice-over internet protocols that allow for conversation and document sharing between mentor and mentee, and video annotation. Building on these efforts, we will expand them to include other content areas. These systems are of particular importance in rural regions of the state and can be used to support the development of state-wide access to induction programming for all teachers.

3) Increase course and professional development offerings for inservice teachers.

We will design and offer more credit-bearing courses to meet the needs of inservice teachers. We will work with faculty within the CEHD to develop courses related to current issues in schools, particular instructional methods, and pedagogical content-based courses as identified by our partners. These courses will be targeted toward our partner districts and made available

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more widely. We will work with faculty across the University to develop content-specific courses for teachers and professional development opportunities for teachers. We will encourage professional development designs that include opportunities for teachers to engage their students in university activities, as suggested by our school partners.

Summary of changes in preparation programs

Program Element	Current	Proposed Changes
Support	<ul style="list-style-type: none">• No college-wide induction programming• Some program-specific induction programs both face-to-face and on-line (e.g., science and agriculture)• Member of Teacher Support Partnership state-wide induction effort	<ol style="list-style-type: none">1. Develop multi-year induction support system in partner districts.<ul style="list-style-type: none">• Assisting school leadership to develop comprehensive induction supports• Mentor preparation• Schools as professional learning communities2. Support the implementation of Teacher Support Partnership <i>Induction Guidelines</i>.3. Expand on-line induction programs across content areas.4. Increase professional development offerings for inservice teachers.

Institutional Factors

Distinguishing Our Institution

Our redesign efforts will focus on distinguishing our institution in four ways:

1) *Adaptive expertise.*

We will infuse the concept of the adaptive expertise into all coursework and clinical experiences within our licensure programs. We will work with all of our faculty and school partners to understand and live out the dual expectations of supporting our candidates to become expert

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in their disciplines and the pedagogies of these disciplines while also attending to their development as educators who can cope in uncertain circumstances. Pedagogies such as case studies, video analysis, teacher work sampling, and student case studies will engage candidates in the complex work of teaching that requires an adaptive mindset and informed response. Enacting these pedagogies will require professional development for our instructors.

2) Interdisciplinary connections within programs in our college.

We are uniquely positioned to combine the preparation of teachers with the preparation and professional development support of other school professionals such as school counselors, school administrators, school psychologists, and school social workers. Our school partners tell us that beginning teachers must know how to collaborate with a variety of professionals in the schools who are all committed to supporting students not only academically, but also socially, emotionally, and physically. By working with our partners on models of collaborative clinical placements of school professionals across all of these areas, we will create stronger clinical curricula around professional collaboration aimed at supporting the whole child. We have a depth of expertise on which to draw related to professional development for administrators and counselors in our PDSs.

3) Research focused on teacher education.

As the only research extensive institution of higher education in the state, a key focus of our redesign work is to strengthen the connections between our research work and our teacher preparation programs. The opportunities for research and evaluation in our teacher education redesign work will allow Minnesota to move into the forefront in research in this area. A

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research coordinator for the TERI project will be identified to ensure a coherent research portfolio. Potential research questions related to TERI include:

- *Recruitment:* What measurement criteria will screen for commitment to learning of all students? How do our admissions criteria correlate to P-12 pupil achievement?
- *Preparation:* What are the comparative outcomes of different preparation pathways? How does performance on assessments during preparation correlate to pupil achievement?
- *Place:* How do university-district partnerships shape teacher hiring practices?
- *Support:* What supports do district leadership need in order to build induction systems? How do elements of induction systems affect teacher performance?

4) Preparation of teacher leaders and educators.

Finally, the University is also deeply engaged in the work of preparing teacher leaders through its certificate program and teacher educators through its doctoral programs. If transforming teacher education in higher education institutions is to be sustained, the next generation of the teacher education professoriate will play a key role in carry on the curricular, assessment, and clinical changes begun in this initiative. By engaging our graduate students in the processes of assessment development, performance-based scoring, PDS development and liaison positions, and student teacher supervision, we will be educating future teacher educators in state of the art teacher preparation pedagogies and models.

Measuring Graduate Effectiveness

The CEHD currently uses its Teacher Education Data System (**TEDS**) as a data warehouse system. This system is used to record candidate performance during the licensure years. In partnership with Minnesota State University, Mankato and St. Catherine University, the

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University has also developed a validated survey instrument for collecting feedback from our candidates at the end of their first year of teaching. This information is used for program improvement purposes. We also administer an annual employer survey for first year teachers.

We will add three new components to our measurement systems for our candidates.

1) Bush Foundation Value Added Research.

We anticipate participating in the value-added systems designed by the Bush Foundation. We know that student achievement data is already being collected; however, whether we have access to this data is not yet clear. Our potential partners have expressed an interest using pupil performance data to guide our work together. Working closely with our school partners, we will seek a consistent process for assessing our new teachers.

2) Classroom embedded assessments of student learning.

We will identify or develop proximal measures in the classroom that are embedded in the curriculum as measures to evaluate student learning in areas not included in annual district or statewide testing (e.g., science, social studies, world languages, physical education, art, early childhood education).

3) Identify and measure multiple dimensions of effective practice

Good teachers are adaptive experts who draw upon a range of knowledge and strategies to create effective classroom environments, develop productive relationships, and match their teaching to the needs of their students. Further research into the complexities of effective teaching is critical to the profession as a whole. The Teacher Performance Assessment and National Board Certification will serve as models for this work.

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Guarantee of Effectiveness

We will guarantee that the P-12 pupils of teachers prepared in our licensure programs will experience at least one year of academic growth in one academic year of schooling. In addition, we will guarantee that our program completers will demonstrate appropriate professional dispositions and commitments to their students' learning. Based on our performance assessment measures, we will guarantee that our completers will enter their first of teaching with the ability to perform at high levels in meeting students' learning needs.

We conceptualize our guarantee as a three-way commitment among the University, the district, and the teacher. The University will commit to providing additional support to any teacher not meeting the effectiveness criteria. This support may include additional learning opportunities through online and onsite mentoring, coursework, or other professional development opportunities. The district will commit to providing the new teacher with teaching conditions that will allow them to work effectively with all of their students (e.g., minimal number of course preparations, access to materials and work spaces, reasonable class sizes, and limited or no travel between multiple school sites) and access to a district induction system that includes a mentoring program. The teacher will commit to participating in the University and district induction opportunities including the mentoring programs, maintaining communication with CEHD (e.g., responding to emails, completing surveys), and to providing pertinent information to CEHD as requested.

Finances

Working in partnership with the Bush Foundation will provide the necessary funds for the intense short-term work of curriculum and assessment development, strategically

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convening groups around transformative ideas, identifying new ways of interacting with our school partners, and establishing start-up practices. Funds will be directed primarily at providing time for key people both at the university and in our partner districts to complete these tasks. We are working with the CEHD development office and have developed materials that assist them in their continual work with donors to the college.

Once new curriculum and assessment practices are established in the college, their long-term funding will be carried out as part of ongoing program operations. Additional staff and time will be needed for maintaining the school partnerships, organizing the candidate experiences, and for ongoing assessments. These costs will be built into the budget planning of the college. As we develop institutional partnerships over the next five years, we will further define responsibility for costs across the partnerships.

Scale of Program

The number of program completers in each licensure area each year varies from as few as five in smaller programs, to approximately 100 in elementary education. Our long-term goal is to adjust the number of licensure candidates to meet the anticipated hiring needs in the state in general and with our partner districts specifically. We will review the current number of candidates in each of our licensure programs and the regional demand for teachers in each area. We will then determine how to adjust the number of candidates in each program based on market needs and demands for unique qualifications of our candidates. For example, in some licensure areas (e.g., agricultural education, Chinese language education) we are the only institution in the state preparing teachers; in others (e.g., business education) we are one of only a few institutions preparing teachers.

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Summary of changes in preparation programs

Program Element	Current	Vision for the Future
Institutional Distinction	<ul style="list-style-type: none"> • Land grant institution • Research extensive university 	<ol style="list-style-type: none"> 1. Adaptive expertise 2. Interdisciplinary connections 3. Research on teacher education 4. Preparation of teacher leaders and teacher educators
Graduate effectiveness	<ul style="list-style-type: none"> • Teacher Education Data System for candidates • Survey of first year teachers and their employers • P-12 pupil performance not monitored 	<ol style="list-style-type: none"> 1. Bush Foundation value-added research 2. Classroom embedded assessments of student learning 3. Identify and measure multiple dimensions of effective practice
Guarantee of graduate effectiveness	No guarantee	<ol style="list-style-type: none"> 1. P-12 pupils will experience one year of academic growth per school year 2. Teachers will display appropriate dispositions and commitments 3. Three-way commitment among University, District, Teacher
Finances	Academic departments are the budgeting unit for licensure programs	<ol style="list-style-type: none"> 1. Grant funding for development and start-up work for the redesign; sustainability with new program structure and operations 2. Work with Development Office 3. Sustainable funding practices will be developed across the partnerships
Scale of programs	<ul style="list-style-type: none"> • 350-400 completers per year • 20 licensure areas • Candidates per area vary from approximately 5 to 100 	Adjust program size based on demand for teachers in the licensure area, both in the state and in our partner districts

PHASE 2 PLANS

TERI Governance

The current TERI governance structure (see Appendix) includes the office of the Associate Dean of Academic Affairs in the College of Education and Human Development, a

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TERI External Advisory Board, an Internal Advisory Group, TERI Leadership Team, the Licensed School Professional Workgroup (LSP) with its own Steering Council, and partnership work teams. The Governance Structure is designed on four principles: 1) Seek broad input from a variety of stakeholders in teacher licensure at the University; 2) Seek broad input from district/school partners and community leadership; 3) Take advantage of existing structures with the CEHD (see description of the LSP below) in order to streamline the demands on time during the Phase 2 planning; 4) Create a decision-making structure that will allow work to move forward with deliberate efficiency within the University system.

1) Associate Dean of Academic Affairs in the CEHD.

Mary Trettin will serve as the Principal Investigator of TERI and have primary oversight and reporting responsibilities to the Bush Foundation for TERI as a Sponsored Project at the University of Minnesota. She has served as the Associate Dean for eight years, has served in various leadership roles for teacher education in Minnesota and nationally, and thus, is best positioned within the CEHD to lead this work.

2) The TERI Advisory Board will be convened three times annually (along with on-going electronic communication) to provide guidance for the planning and implementation of TERI. Its membership provides direct lines of communication to key leadership members of potential district partners, strong ties to the University central administration, perspectives on teacher union considerations, and a voice from community leadership who are directly engaged in broad-reaching work that support student learning. The Dean of CEHD has been integrally involved in the TERI planning thus far and will provide frequent reports and updates of the work as it progresses in 2009-10.

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3) Members of the *Internal Advisory Group* are consulted on specialized issues related to TERI.

For example, Department Chairs have been consulted about communication structures and department level involvement in TERI; CEHD faculty in specialized areas such as measurement of student learning, cultural competence, and assessment development have been consulted during strategic planning sessions. We plan to invite key faculty from across the University to consult about development of courses and professional development opportunities for teachers within content domains. Students will be consulted about their experiences within our programs.

4) *TERI Leadership Team* comprises a Director and key personnel spanning the three primary departments engaged with school licensure programs (Curriculum & Instruction; Educational Psychology; and Organizational Leadership, Policy, and Development) and the Director of the CEHD Preparation to Practice Group (this group provides an infrastructure within the college for outreach work to schools and districts related to teacher development across the professional continuum). This group meets weekly and has shared the responsibility for the development of the TERI strategic plan based on input from the External Advisory Board, members of the Internal Advisory Group, and potential school partners and students.

5) *Licensed School Professional Workgroup* comprises representatives of each of the teacher licensure programs, a representative of each of the current foundational courses, representatives of other educator licensure programs (administration, social work, counseling, psychology), and assessment, policy, and clinical practice. It includes senior faculty, junior faculty, and professional staff. This group deliberates, advises, and acts on issues related to licensure programs including program missions, admissions criteria,

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program structures, curricular development and change, candidate assessments, and clinical expectations. The LSP makes recommendations and the LSP Steering Council makes final decisions.

- 6) *Individual school partners.* We will work closely with individual school districts and schools within partner districts. Small working groups will be established to focus on the particular needs of each partner. We do not expect that each partner district/school will have the same needs, so consideration must be given to each partner individually as well as to the overall structure of our TERI work.

Project Management

Engagement

Task group membership includes LSP representatives and other faculty and staff who are focusing on particular areas of change and improvement. The college academic leads who also provide insights and support include all of the college deans (Engagement and Faculty Development, Research and Policy, Academic Affairs) and all department leads.

- 1) **University President and Provost.** President Bruininks and Provost Sullivan met with members of the TERI Leadership Team in July 2009 and Provost Sullivan attended the September TERI event. Both are committed to the success of TERI and the partnership with the Bush Foundation. A special position of Assistant to the President has been established to facilitate our work and emphasize its importance to the University. We will meet again with the President two times during the phase 2 planning of TERI.

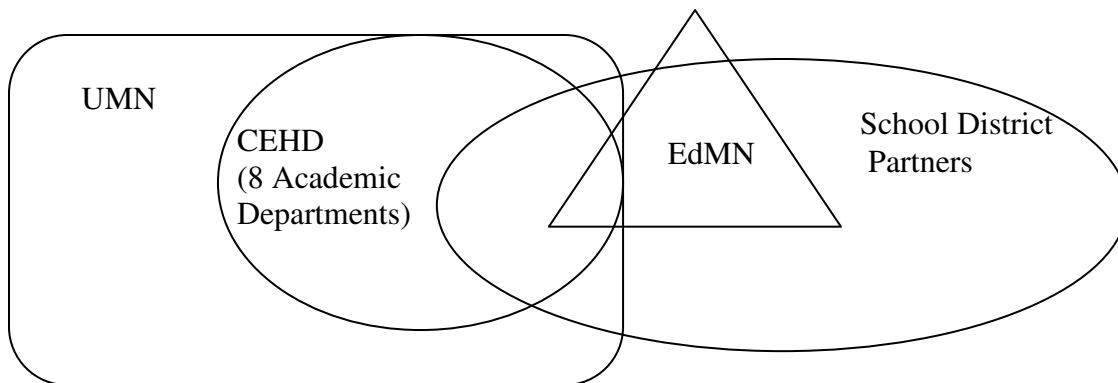
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2) **Advisory Board.** The TERI External Advisory Board members attended a TERI Event on September 21, 2009. They were briefed on the history of TERI and its current status and participated in table group conversations about moving forward. They met again with the TERI Leadership Team on October 13, 2009 and were briefed on the current Bush Foundation expectations, the TERI pre-proposal to the Bush Foundation, and engaged in a conversation about examining issues that arise at institutional boundaries. For example:

- Between the departments within the CEHD
- Between University and the CEHD
 - Recruitment from within our undergraduate population
 - Roles for the expertise of the entire University and not just within the CEHD
 - What can we imagine with regard to team-teaching or co-teaching or courses here at the University? What structures can we draw on that already exist to allow this?
 - Tenure and promotion practices as faculty engage in more outreach work with partners
- Between CEHD, University, and School Districts
 - What are the benefits to the schools and districts who partners with us. What's in it for them?
 - How can we create boundary-spanning jobs for University faculty and for teachers?
- Between schools, EdMN, and the CEHD
 - What role can the professional association play in this work as we move toward placement of our candidates, induction into the profession, and more roles for teachers as teacher educators/teacher leaders?

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Figure 1: Examining issues that arise when working across institutional boundaries. Each of the institutions in the figure below have their own particular structure, culture for work, and needs for their constituents. Crossing these institutional lines requires attention to the worklife and scope, mission, and culture in order to successfully understand the limits and possibilities of partnering.



3) **Task Groups.** For broad faculty and district partner engagement in the deliberations and planning for the redesign, we have instituted a task group structure. The chairs of the task groups are typically faculty or staff in CEHD identified based on their expertise in the field and are invited to the leadership team. The chair is responsible for facilitating the group, meeting the charge, and completing the specified deliverables to the leadership team. Membership in the task groups includes faculty and staff in the CEHD, admissions office staff, district partner personnel, graduate students, and community members. The task group deliverables are made public on the TERI Blog (see below for details) and have so far been used to guide the decision-making related to curricular changes.

In summer 2009, seven task groups comprising 40 CEHD and district partnership members were charged with making curricular recommendations (see pp 8-9). These groups met in a two day retreat for intensive work and then followed up electronically to

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complete their charge. In October 2009, four task groups have been charged with making recommendations for moving forward on structural dimensions of the teacher preparation programs: recruitment and admissions; program structure; partnership development; and induction. In addition, a task group has been established to further develop the research agenda associated with TERI and a task group for planning the necessary faculty professional development will be created. Charges to these current task groups include a specified set of tasks, key deliverables, and a timeline for the deliverables. The chart below is a summary of the key milestones that we expect to meet during Phase 2 planning. These groups will meet during fall 2009, attend a three-day intensive retreat in January, and continue to meet during the spring 2010 to complete their work. Monthly LSP meeting will be a venue for regular reporting on progress. The TERI Director will be the point person for communication and guidance for the task group chairs. Periodically, the task group chairs will meet with the Leadership Team.

Communication systems

Our communication plan is based on six strategies with the goals of 1) transparency of processes and decisions, 2) building on ideas over time, and 3) respect for a diversity of ideas.

- 1) **TERI Blog.** We established a TERI blog site in March 2009 that allows us to post all minutes of meetings, task group reports, working documents, and proposals to the Bush Foundation [<http://blog.lib.umn.edu/cehd/teri/>]. Using the blog environment allows readers access an archived site for TERI development and post comments.
- 2) **TERI Events.** We have hosted two TERI events with an open invitation to the CEHD community, district/school partners, and community members (May 19, 2009 and

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September 21, 2009). These meetings have allowed us to keep a variety of stakeholders up to date in TERI developments, and more importantly, to collect feedback, concerns, and suggestions for how to move forward. Each of these sessions has been designed to allow time for working group conversations facilitated by designated personnel. Meeting notes and syntheses of the ideas identified have been posted to the TERI blog and have greatly informed the ongoing development of the TERI Phase 2 Work Plan. Our proposed future meetings of this nature will include a 3-day (2 overnights) retreat in January 2010 and working sessions in June 2010. Broader representation from University faculty outside of the CEHD and targeted district/school partnership members will be included in these events.

- 3) **Partnership meetings.** Meetings between University-based TERI Leadership and four potential district partners have taken place in schools and district offices (Crosswinds Academy, Brooklyn Center Schools, Forest Lake Schools, Minneapolis Schools). The purpose of these meetings has been to identify the characteristics of the partnerships that each partner wants to develop, identify the needs of the school districts, and communicate expectations of the Bush Foundation as well as the principles that underlie TERI. We are planning additional meetings with potential partners (St. Paul Schools, White Bear Lake Schools).
- 4) **Department meeting updates.** Teacher preparation sits across several departments within the CEHD. We have begun instituting regular department meeting TERI updates to keep as many faculty members in the conversation as possible.

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- 5) **Licensure Program meetings.** During the fall of 2009 members of the TERI Leadership Group will meet with each teacher licensure program at the University (20 programs) to begin the process of program-by-program considerations related to the redesigning curriculum, clinical work in partner districts, and program admissions policies.
- 6) **Burton Brief.** The Dean of the CEHD has recognized TERI publicly as a transformative process for the University at each of our TERI Events. She has also brought TERI to the attention to our entire CEHD community through the weekly electronic CEHD newsletter – the Burton Brief.

Curriculum review and approval

In anticipation of significant curricular and program structure changes, in spring 2009 we worked within the CEHD to bring about a significant change in our curriculum review process. The LSP Steering Council will now review curricular proposals related to all school licensure programs and then make recommendations for approval to the College Curriculum Council. We have found in the past that the College Curriculum Council, which reviews curriculum proposals for all college programs (undergraduate, educator licensure, masters and doctoral degrees), has frequently delayed the approval process because of their limited understanding of the external requirements for licensure (e.g., legislative requirements, Minnesota Board of Teaching). With the LSP Steering Council as the primary curriculum review group, we will be able to move changes within our programs forward more efficiently.

We are also working within departments to identify fast-track processes for curriculum review and approval. We plan to have curriculum recommendations completed by summer 2010 so that departments can do expedited reviews at fall 2010 department annual retreats

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and then the curriculum review process can move on to the college and university levels during fall 2010.

Partnership development

During the Phase 2 planning of TERI, we anticipate the following as we establish partnerships and work more intensively with our partners in the coming year:

1. Hiring a Partnership Coordinator who will sit on the LSP Steering Council and contribute to the decision-making about curriculum and program development over time
2. Identifying Partner Liaisons who will work in both the schools and the University. Partner Liaisons will hold membership on the LSP and have a voice in deliberations and recommendations.
3. Creating Partnership Teams in each of the district partnerships which will include both district-based and University-based personnel. These teams will meet regularly with the Partner Liaison and the Partnership Coordinator to plan clinical experiences and assessments for teacher candidates, plan professional development opportunities for teachers in partner districts, and coordinate other work related to TERI and its initiatives.

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TERI Phase 2: Work plan with Key Milestones

[note: a detailed month-by-month task plan is available]

Redesign Element	Fall 2009 (Nov – Dec)	January 14-16, 2010 Retreat	Spring 2010 (Jan – May)	Summer 2010 (June – Aug) including June retreat
Recruitment & Admission	Admissions office alerted to the potential changes for Dec. 2009 applicants for student advising purposes	Plan for diversification of teacher candidate pool completed Recommendations for assessing initial licensure candidates' professional commitments / dispositions as a criteria for admission	Recruitment criteria report: how entrants are meeting current admissions criteria Recruitment criteria report: correlational analysis of admissions criteria and Transition to Teaching survey results	Recruitment strategies for diverse candidate pool begin for students applying for summer 2011 entry (applications due Dec. 2010) Dispositions assessment for new candidates approved (includes consultation with UMN general council) Recruitment publications and website feature program distinctiveness: teachers as adaptive experts; professional development school pathways available
Curriculum & Program Structure	LSP review of summer task group reports completed Gather models for program structure (e.g., existing PDS models, alternative course structures)	Recommendation of model(s) for program structure Recommendation for new or revised foundational content	CEHD licensure program structures finalized New courses / modules outlined	Revised curriculum plan for each initial licensure program, including integration of clinical experiences

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Redesign Element	Fall 2009 (Nov – Dec)	January 14-16, 2010 Retreat	Spring 2010 (Jan – May)	Summer 2010 (June – Aug) including June retreat
Assessment	Establish an assessment development team	<p>Recommendation for common course-embedded assessments</p> <p>Plan for integration of Teacher Work Sampling and Teacher Performance Assessment into redesign</p>	<p>Initial battery of performance assessments developed</p> <p>Construct validity studies TPA completed by sample of UMN candidates</p>	<p>Launch initial battery of performance assessments</p> <p>Begin reliability studies</p> <p>Candidate response validity studies</p> <p>TPA professional development for faculty</p>
Partnerships	<p>Complete individual meeting with licensure program to gather perspectives related to partnerships</p> <p>Complete individual meetings with potential partners to gather perspectives related to partnerships</p>	<p>Hire partnership coordinator</p> <p>Memoranda of Understanding finalized with Partner Districts</p> <p>PDS in each district identified</p> <p>Recommendation of ways to assess teaching quality of cooperating teachers and other clinical placements in order to assure strong models of practice for our candidates</p> <p>Identify 3 days in June for</p>	<p>Section criteria for Cooperating teachers finalized</p> <p>Cooperating teachers / mentors selected</p>	<p>3 day professional development in partnership districts: whole school faculty re: PDS work; specialized PD for cooperating teachers, mentor teachers and supervisors</p>

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Redesign Element	Fall 2009 (Nov – Dec)	January 14-16, 2010 Retreat	Spring 2010 (Jan – May)	Summer 2010 (June – Aug) including June retreat
		district partners faculty professional development		
Induction	Identify needs of partner districts related to induction and professional development for experienced faculty	Recommendation for development of U of M induction model(s)		Develop a model of induction with partnership districts to be used in the PDS schools
Faculty Developm't			Launch CEHD reads focus on culture and race in teacher education	Long-term plan for faculty professional development in areas such as technology integration in instruction and cultural competency (other areas may also be identified)
Research		Complete plans for a research symposium Identify research coordinator	Research symposium held in CEHD with broad invitation to the University Finalize recommendations for a research portfolio around TERI Estimate the resources needed to carry out the research agenda	Lay groundwork for research and evaluation Research plan for following completers into practice to 1) assess their performance and 2) determine effective induction strategies for supporting their early career performance as teachers
Institutional Factors	Financial plan for educator development External Advisory Board	Identify ways to work across departmental boundaries related to alternative course	Advisory Board meeting with President and Provost	Advisory Board meeting with President and Provost

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Redesign Element	Fall 2009 (Nov – Dec)	January 14-16, 2010 Retreat	Spring 2010 (Jan – May)	Summer 2010 (June – Aug) including June retreat
	Meeting	structures, course embedded clinical assessments, and course wrap-around of clinical placements		

Looking Forward to 2010-2011

[Note, a detailed list of tasks and outcomes is available, but not included here due to space]

	Fall 2010	Spring 2011	Summer 2011	2011-2012 Academic Year
Recruit	New disposition assessment in place as admissions criteria for candidates applying with Dec. 2010 deadlines (for summer 2011 entry)		Assess recruitment of diverse candidate pool in summer 2011 program entrants Implement changes in admissions criteria based on predictive study results (e.g., GPA, prior work in schools)	
Curriculum & Assessment	New course approval process completed	Ongoing refinement of curriculum and assessments Performance assessment validity and reliability studies continue	New program design fully implemented	
Partnerships	Five institutional partners	Ongoing refinement of	Professional development	Five institutional partners

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	Fall 2010	Spring 2011	Summer 2011	2011-2012 Academic Year
	in operation; one PDS school in each partner district operating	clinical curriculum	for whole faculty; specialized work with cooperating teachers and mentors	in operation; expanded number of one PDS schools in operation Expanded roles for district partner faculty in teacher education
Induction	Induction programming design process with institutional partners			Begin induction support in partnership districts
UMN Faculty Development	Faculty PD on integrating technology in instruction	Ongoing faculty PD	Ongoing faculty PD	Ongoing faculty PD
Research	Baseline data collection for recruitment / performance studies begins			Correlational studies of teacher performance assessments and pupil performance

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Budget Outline

[See Appendix II for Budget Narrative]

TERI Phase 2 11/01/2009 - 08/31/2010 Request

	Expense
<u>Personnel</u>	
Mary Trettin, PI, 10% FTE	9,955
Misty Sato, Director, 1 course buyout plus 3 mo summer	29,990
Partnership Coordinator, 100% FTE for 10 mos	54,491
Research Coordinator, 100% FTE for 10 mos	54,491
Graduate Assistants (3) @ 50% FTE	48,438
Project Assistant, 20% FTE	6,706
Information Technology Specialist, 30% FTE	13,832
Leadership Team (5) @\$3,000 each (summer)	15,000
Subtotal, Salaries	232,903
<u>Fringe Benefits</u>	
Academic, 32.3%	57,414
Graduate Student, 16.84% plus \$14.32/hr tuition	45,387
Civil Service, 37% (project assistant)	2,481
Subtotal, Fringe Benefits	105,282
Subtotal, Salaries & Fringe Benefits	338,185
<u>Consultants</u>	
DirecTrack Consultant	15,000
Assessment Consultant	6,000
Evaluation Consultant	15,000
Subtotal, Consultants	36,000
<u>Travel</u>	
Conference attendance for faculty and school-based staff	45,000

TERI Cost Share Budget

	Expense
<u>Personnel</u>	
Mary Trettin, PI, 20% FTE	19,911
Misty Sato, Co-PI: 13%; WG Chair: 10%	11,414
Leadership Team (5) 5% each	11,738
Work Group Chairs (6), 10% each	27,531
Work Group Team Members (35), 5%	79,771
PPG (6) at varied FTEs	37,667
TERI GA, 50% FTE	11,235
Recruiting Support (2) 5%	3,508
Subtotal, Salaries	202,775
<u>Fringe Benefits</u>	
Academic: 32.3%; GRA: 16.84% + 14.32/hr tuition; CS: 37%	73,473
Subtotal, Salaries & Fringe	276,248
<u>Indirect Costs</u>	
17% (diff betw 15% and UMN neg. rate) on Bush Fdn direct costs	160,222
32% (UMN fed. negotiated rate) on cost share direct costs	88,399
Subtotal, Indirect Costs	248,621
Total Cost Share	524,869

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Other Expenses

Task Groups: Instructional Materials, Books	10,000
Task Groups: Honoraria	10,000
Task Groups: Facilities, Food	10,000
Task Groups: Mileage, Parking	5,000
Recruitment/Communications Resources	30,000
Recruitment for Students of Color: Honoraria	10,000
Induction - Communication materials	6,000
Induction - Support for development of training materials	10,000
University Faculty Development: Winter Retreat	124,400
University Faculty Development: Summer Retreat	86,400
University Faculty Development: Spring Symposia	15,000
University Faculty Development: PACT Conf Workshop	12,000
School Partner Development: Liaisons	90,000
School Partner Development: Initial Training for Cooperating Teachers & Supervisors: Stipends	73,500
School Partner Development: Initial Training for Teachers & Supervisors: Facilities & Food	10,000
Advisory Boards: Cultural Competency	11,000
Advisory Boards: External Board/District Meetings	10,000
Subtotal, Other Expenses	523,300
Total Direct Costs	942,485
Indirect Costs @ 15%	141,373
Total Costs	1,083,858

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ORGANIZATIONAL CAPABILITIES

In order to have consistency across the programs and thus ensure that all candidates are prepared to work in 21st century schools we will focus attention on:

- Curricular redesign
- Selection and training of supervisors,
- Selection and training of cooperating teachers,
- Development of mentors;
- Promotion/tenure processes;
- Faculty development;
- Improved use of technology;
- Systems for coordinating positions with partner schools/districts

We will be working both within the college and the University on the allocation of resources for teacher preparation and development. This includes work with partners on ways to share costs and support teachers. The structures within partner districts will also be part of the conversation as we evolve our partnerships to designate mentors, master teachers, new teachers, and clinical faculty.

An important on-going organizational effort will be finding ways to promote collaboration across departments within and outside the college. We will work with college and university administrators to ensure that collaborations will be supported. Ongoing work across the university related to job designations that support alternative roles (e.g., associate clinical faculty) will be a part of the collaboration with school partners.

Understanding that improved school learning will have a positive impact on high school graduation rates, the Office of Undergraduate Education at the University will be engaged with this effort. The whole university will certainly benefit from this project. We will continue to partner with the Consortium for School Readiness as we work through the systemic changes.

RISKS AND EXOGENOUS FACTORS

Potential Risks

Risks already identified in other parts of this proposal include the need to align tenure and promotion at the University with the engaged work with schools. While engagement is an important role for the university, it has not always been a part of the process. Recognizing this area of work in the promotion and tenure processes will be important.

Conflicting views of stakeholders both internal and external will need attention. The cultures of P-12 schools and higher education tend to be different, with differing goals, work styles, rewards, and communication systems. We will also be working with varied educational philosophies within our institution and with our partners. Potential for miscommunication is a risk; clarity of language and purpose will be a consistent focus of the communication efforts.

The CEHD as well as the P-12 systems are engaged in multiple temporally contiguous initiatives designed to improve their organizations. Individual stakeholders also have projects that compete for their time. The TERI work must be positioned as a broad-based initiative that complements other improvement initiatives rather than an additional task that competes for time and resources. Early engagement and input from a range of stakeholders and coordination with existing initiatives will contribute to TERI's success.

An important consideration may be changes in institutional leadership – at the central level as well as the college level. Widely engaging faculty in the process will ensure that leadership changes do not drive the work, rather the work of the faculty members and the interest of the partner schools will sustain progress toward goals.

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The UMN plan for improvement of teacher preparation focusing on assessments requires the engagement of administrators in partner schools as well as the preparation of administrators who will be working with these new teachers. Sustaining the collaboration within the college across the various educator programs will be important for on-going and systemic change for schools.

Exogenous Factors

We are committed to strong preparation and development programs. As a result we engage in national accreditation of our programs. This process brings in colleagues from across the country to assess how we are meeting high standards. TERI is not in conflict with this process, but does require us to be aware of the data needs and requirements of that process as well. Likewise, the Minnesota Board of Teaching undergoes periodic changes in how it reviews and approves programs. It is important that these processes, data requirements and standards are met because without their approval we will not be able to prepare and place our teachers.

Legislative policy often has an impact on our curriculum and our processes. We need to ensure that we are meeting these requirements for both state and national legislation. Certainly the economy, funding for higher education and for schools will have an impact on the outcomes of the project. While we can plan for some of the changes, working with partners, the Bush Foundation, other higher education institutions and professional organizations, we will need to continue to monitor and provide research to legislative bodies in their deliberations.

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The economy will affect the job market and in turn the teachers' union response. Unexpected changes in p-12 demographics, the changing policy and political environment, as well as unexpected changes at the university could also impact the project.

OTHER CONSIDERATIONS

As a result of faculty research, engagement with other institutions, and active involvement with policy makers, there are several exciting projects that will support and enhance the TERI work. The CEHD includes faculty who are actively engaged with English language learners in high schools and as new college students. This population of undergraduate students provides us with opportunity for recruitment of candidates able to work in new ways in schools. Our STEM faculty are engaged in several national projects that enhance both the preparation of science and math teachers, as well as engage current teachers in improving the learning of p-12 students. As mentioned elsewhere, our DirecTrack to Teaching is a strong recruitment plan for high achieving undergraduates at the University.

Several collaborations have put Minnesota institutions in a position to build on work already completed or in progress. Prior collaborative efforts have resulted in the Teacher Support Partnership guide for induction. The cross-institutional project resulting in the Transition to Teaching Survey is likely to become the required data source for all Minnesota institutions for first year teachers. The Teacher Performance Assessment is a national project sponsored by the American Association of Colleges for Teacher Education which could result in a strong authentic assessment for teacher candidates.

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Appendix I: Budget Narrative

Teacher Education Redesign Initiative
Budget Narrative and Justification: Phase 2 Bush Partnership

University Personnel

Mary Trettin, Principal Investigator (\$13,170)

Mary Trettin is the Associate Dean of Academic Affairs in the College of Education and Human Development at the University of Minnesota. She will serve as principal investigator and have primary oversight and reporting responsibilities to the Bush Foundation for TERI as a sponsored project at the University of Minnesota. Dr. Trettin will represent the Office of the President in integrating the work of TERI among other colleges and programs at the University. **Dr. Trettin will commit 10% FTE paid effort and 20% FTE as unpaid effort.**

Misty Sato, Co-Principal Investigator and Project Director (\$39,678)

Dr. Sato is an assistant professor of teacher development and science education at the University of Minnesota, College of Education and Human Development. She provides leadership in the area of teacher development, assessment practices, and preparing teachers for National Board Certification. As Project Director, Dr. Sato will provide organizational leadership for the project and assure the integration of the work toward the identified outcomes. **Dr. Sato will commit 13% paid effort November–May and 100% paid effort June through August. She will also provide 13% unpaid effort during November-May.**

TBN, Partnership Coordinator (\$72,092)

This position will provide leadership in the development and coordination of school partnerships and Professional Development Schools. The partnership coordinator will work directly with schools and govern the work of the school liaisons and the candidates assigned. This position is crucial to the partnership development that is a major element of TERI.

TBN, Research Coordinator (\$72,092)

A research coordinator will be identified to assure a coherent research portfolio; the development of valid and reliable performance assessments, and the identification research questions related to TERI.

TBN, 3 Graduate Assistants (\$93,825)

Graduate Assistants will be assigned to provide support to the work groups with emphasis on Partnerships, Curriculum and Assessment, and Research.

Carole MacLean, Administrative Assistant (\$9,187)

Provide administrative assistance for the budget. **Paid effort is based on 20% of FTE. As the Director and two coordinators of PPG are involved in providing leadership and direct support, the administrative assistant will provide additional 20% as shared cost effort.**

TBN, Information Technology Specialist (\$18,299)

Provide data management support for TERI. This amount is based on 30% or approximately 624 hours from an IT Fellow.

TERI Leadership Team (5 members) (\$19,845 summer only)

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This group meets weekly and has shared responsibility for the development of the TERI strategic plan based on input from the External and Internal Advisory Boards and potential school partners.

Dr. Martha Bigelow, Curriculum and Instruction

Dr. Peggy DeLapp, Curriculum and Instruction

Dr. Carole Gupton, Preparation to Practice Group

Dr. Kay Herting-Wahl, Educational Psychology

Dr. Julie Kalnin, Organizational Leadership, Policy and Development

Their unpaid effort will be 5% FTE from present-May. The members will be paid a flat rate of \$3,000 for summer support during June-August, plus fringe benefits at standard University rate.

Consultants

DirecTrack Consultant (\$15,000 summer only)

Provide additional support and develop criteria for recruitment efforts of strong undergraduate candidates of color candidates. DirecTrack Coordinator and Student Services Advisor will be responsible.

TBN External Evaluator (\$15,000)

Work with the TERI Leadership Team to develop the evaluation model and implementation process.

Other Expenses

Task Groups (\$35,000)

There will be seven Licensed School Professional (LSP) workgroups. The workgroups will deliberate and advise on issues fundamental to the redesign efforts, and prepare recommendations to the LSP Steering Council. Task groups will be supported by assistance from graduate students and will receive a group stipend to support their works. Such stipends include books, materials, and honoraria for speakers, etc. Thirty-five workgroup representatives will each commit to unpaid effort of 5% FTE from November-May. Seven chairs of the workgroups will commit to 10% FTE from November-May. Workgroups include:

Recruitment

Curriculum and Assessment (This is a joint workgroup)

Partnership Development

New Teacher Induction

Research

Faculty Professional Development

Recruitment/Communications Resource (\$30,000)

This will support the development and dissemination of print/ non-print materials for recruitment and communications i.e. brochures, website development, handbooks, marketing materials.

Recruitment for Students of Color (\$10,000)

Honoraria for 3-5 people to support PK-12 recruitment of honor students of color to the field of education. Coordinator of Multicultural programs will commit 5% FTE cost share.

Induction (\$16,000)

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Provide leadership and support for the state-wide dissemination and training of the Teacher Support Partnership *Induction Guidelines*. This work will be done in collaboration with the other partners in the Teacher Support Partnership

Print and non print communication materials (\$6,000)

Support for development of training materials (\$10,000)

School Partners' Development (\$173,500)

School Partner Liaisons (\$90,000)

The School Partner Liaisons will work between both the school partners and the University as key links to assuring a quality partnership. Liaisons will help to supervise candidates who are spending a majority of their clinical experience time in schools. Liaisons will work with faculty and provide on-site support in areas of general pedagogical preparation, content pedagogy, foundational ideas, and other specialized area of preparation. Six liaisons will be identified as part of the partnership planning with schools/districts. During this preparation phase each will be paid \$50 per hour for 300 hours each.

Initial Training for Cooperating Teachers and Supervisors (\$83,500)

Work with school partner liaisons to develop and provide school-wide information meeting and 3 day training for cooperating teachers, supervisors, and other leadership staff.

Stipends for 100 participants @ \$35 for 21 hours= \$73,500

Facilities and food for 100, 2 days = \$10,000

University Faculty Professional Development (\$237,800)

Winter Retreat: Stipends (\$96,000) 40 participants @ 800/day, 3days

Mileage (\$4,400) 40 participants, 200 mi each @ \$.55

Facilities, food, and lodging (24,000) 40 @ \$600

Summer Retreat: Stipends (\$80,000) 50 participants @ 800/day, 2 days

Parking (\$1,400) 50 participants, 2 days @ \$14 per day

Facilities and food (\$5,000)

Spring Symposia: Invitational gathering to share research (15,000).

Honoraria presenters (\$7,000)14 @ \$500 each

Facilities Facilities/Food (\$5,000)

Materials (\$3,000)

Performance Assessment for California Teachers (PACT) Workshop: (\$12,000)

The workshop will provide leadership across institutions in developing a framework for the analysis of student work.

Speaker honorarium/travel \$7,000

Facilities and food \$5,000

Conference Attendance for Faculty and School-based staff (\$45,000)

To support continuous learning that will support the tenets of the TERI/Bush Partnership.

Registration/ travel/lodging, and food per diem for 15 participants @ \$3,000 per participant. Requires a written request that identifies the support for the TERI/Bush work.

Advisory Boards (\$21,000)

TEACHER EDUCATION REDESIGN INITIATIVE AT THE UNIVERSITY OF MINNESOTA

External Advisory Board/District Meetings (\$10,000)

The External Advisory Board will have 3 meetings and 1 summer celebration.

The summer celebration will include school staff and faculty involved with this phase of the planning.

This will also be an opportunity to announce action plans for the next phase.

Cultural Competency Advisory Board (\$11,000)

The Cultural Competency Board meets 3 times a year. It includes metro school district representation of multicultural, intercultural, and integration liaisons interested in the preparation of teachers to be successful in teaching in diverse school settings. There will be 3 meetings. One meeting will include a national speaker.

Speaker honorarium and travel \$5,000

Facilities/food \$6000@ \$2,000 per meeting

Appendix II: Focused Questions for Partnership Discussion

Focus Questions

What can we do together that will better support the learning of P-12 students?

What would you want to see in a partnership with the University of Minnesota?

In what types of professional development can we engage your faculty?

How might school personnel be involved in preparing new teachers?

How would you envision the role of U personnel (faculty, supervisors) in a partnership?

What would you need from the University to make a partnership work?

What school or schools in your district might be strong sites to begin to develop PDS sites? What are the characteristics of these schools?

What concerns do you have about potential partnerships?

What do you see as benefits of a partnership for your community, students, and professional staff?

Does your district/school have any prior experiences with partnerships? If so, what lessons did you take away from that experience?

Appendix III: TERI Governance Map

See attached file