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Involvement of Minnesota Teacher Education Institutions With P-12 Schools

A Report to the Legislature Based on Survey Data from
Minnesota Teacher Education Institutions and Faculty

**Full Report
February, 2004**

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As Submitted by Institutions of MACTE
Minnesota Association of Colleges for Teacher Education

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INTRODUCTION

The Higher Education Omnibus Bill of 2003 (Laws 2003, Chpt. 133, Archive 2, section 8) states:

The Minnesota Association of Colleges for Teacher Education is requested to collect data from each of its member institutions that measure the involvement of teacher education programs and their faculty with Minnesota K-12 schools. The data shall include at least: current Minnesota licensure status of faculty, K-12 teaching experience of college faculty under that licensure within the last five years, descriptions of college and faculty collaborations with K-12 teachers and students, and information on other projects involving higher education in K-12 schools. The data shall be presented to the education policy and finance committees of the legislature by February 15, 2004.

In compliance with this legislation, the Minnesota Association of Colleges for Teacher Education (MACTE) is submitting this report. The data for this report comes from two sources: (1) the Faculty Experience Survey of its twenty-nine member institutions and their teacher education faculties with questions specifically directed to the issues in the legislation and (2) the Annual MACTE Institutional Report that MACTE conducts each fall of its member institutions. The data from these two sources confirm a high level of involvement of teacher educators and programs with P-12 education within Minnesota. The data is displayed on MACTE's Measures of Teacher Quality in Minnesota (MTQM) website, available for the public, at <http://www.mnteacher.org>.

FACULTY EXPERIENCE SURVEY DATA

TEACHER EDUCATION INSTITUTIONS

The Minnesota Association of Colleges for Teacher Education (MACTE) is a voluntary organization comprised of the 29 institutions with state-approved teacher preparation programs. MACTE institutions vary in size, mission, and tradition but they do not vary in their commitment to the Minnesota Board of Teaching's Standards of Effective Practice. The organization is one of the few examples of the three University of Minnesota campuses, the seven Minnesota universities, and the nineteen independent colleges working with a single, clear uncontested purpose - to prepare outstanding teachers for Minnesota classrooms.

The missions of each of the institutions within MACTE vary, as do the work responsibilities of the faculty members and teaching staff across these institutional types. Some institutions prepare a small number of new teachers and others prepare several hundred each year. These differences create opportunities for a wide variety of individuals to become teachers. Due to the different institutional missions, the responsibilities of the faculty members vary. Some are focused on teaching with some research and publication responsibilities, while others must balance the teaching, research, service, grant writing, and publication requirements. Each has a role in advancing the preparation and understanding of what is necessary for effective teacher preparation.

SURVEY POPULATIONS

Teacher education candidates at MACTE institutions come in contact with a wide variety of faculty members as they progress through a licensure program. While some faculty provide a depth of content knowledge, others provide a rich pedagogical knowledge related to classroom practice. Therefore, MACTE structured its survey to collect data from three faculty populations at each institution. These consisted of full-time faculty who were assigned full-time in the area of professional education, full-time faculty who were assigned part-time in the area of professional education, and faculty who were employed on a part-time basis in teacher education at the institution.

RESPONSE RATES

All twenty-nine institutions responded to the survey. There were 1,159 surveys distributed between the three faculty populations. As of January 22, 2004, 865 Faculty Experience surveys were completed resulting in a 75%

response rate from individual faculty. The chief institutional representatives of each institution determined who received the survey and the status of that person. Of the respondents, 559 of the faculty were designated as full-time in professional education and 78% of these instructors responded. Similarly, 173 of the faculty are described as full-time at the institution but part-time in professional education and 77% of these instructors responded. Faculty designated as part-time constituted 427 of those surveyed respondents with a 69% response rate. These response rates are summarized in Table 1 below.

TABLE 1: RESPONDENT DATA BY FACULTY GROUP

	GROUP A* FT Education FT Institution	GROUP B* PT Education FT Institution	GROUP C* PT Education PT Institution	TOTALS
Number of Faculty	559	173	427	1159
Percentage of Total Faculty	48%	15%	37%	100%
Response Rate per Group	78%	77%	69%	75%

* Group A: Faculty teaching full-time in the professional education program.

Group B: Faculty teaching part-time in professional education but full-time at institution.

Group C: Faculty teaching part-time in the institution.

RESULTS

The results reported here are from the respondents to the Faculty Experience Survey. We have no information as to the nonrespondents (25% who received the survey). The report describes results as from teacher education faculty and refers only to the respondents.

In response to the legislation, MACTE asked the following questions of the instructors at the 29 institutions:

- ◆ What kind of teaching license have you held or do you hold now?
- ◆ What kind of P-12 experience have you had?
- ◆ What kind of collaboration do you currently have with P-12 schools?
- ◆ What kind of partnership arrangements does your institution have with P-12 schools?

Licensure Status of Faculty

The respondents to the survey were asked

- ◆ whether they had at any time in any state held a license
- ◆ whether they had at any time held a Minnesota license
- ◆ whether they currently hold a valid license in any state
- ◆ whether they currently hold a valid license in Minnesota

Not surprisingly, the three different populations of faculty responding to the survey differed in the currency and origins of licensure. It should be noted that licensure is not a condition of employment at colleges and universities. Yet, many faculty members choose to maintain licensure. Table 2 shows the breakdown of the responses.

TABLE 2: LICENSURE STATUS BY FACULTY GROUP

	GROUP A* FT Education FT Institution	GROUP B* PT Education FT Institution	GROUP C* PT Education PT Institution	TOTALS
Any Time / Any State	93%	79%	98%	93%
Current / Any State	62%	42%	95%	70%
Any Time / Minnesota	63%	45%	95%	72%
Current / Minnesota	43%	24%	91%	57%

* Group A: Faculty teaching full-time in the professional education program.

Group B: Faculty teaching part-time in professional education but full-time at institution.

Group C: Faculty teaching part-time in the institution.

NOTE: Persons may have responded to more than one choice.

- ◆ Group A, full-time in professional education, are the instructors most directly working with students in methods courses or other professional education classes.
- ◆ Group B, part-time in professional education, full-time in the institution, typically provide content area expertise such as mathematics and science for developing teachers.
- ◆ Group C, having the largest percentage of licensure, are the part-time faculty who generally work in local schools, supervise a student's clinical experiences, and are often classroom teachers.

A student who is enrolled in a teacher education program at a MACTE institution has opportunities to work with instructors in each of the three categories. Such variety is desirable in training qualified teachers and in each of the three groups of instructors a student will find models of professional and academic competence, content expertise, and practical knowledge - thus, a person dedicated to the profession of teaching.

Teaching Experience

In this section of the survey, the respondents were asked how many years of experience they had in teaching Prekindergarten through grade twelve and how many years of teaching experience they had within the past five years. It was also possible to calculate from their responses the averages of lifetime experience and experience within the past five years for those who were P-12 teachers. Table 3 shows the results for the three groups.

TABLE 3: TEACHING EXPERIENCE OF TEACHER EDUCATION FACULTY

Teaching Experience	GROUP A*	GROUP B*	GROUP C*	TOTALS
	FT Education FT Institution	PT Education FT Institution	PT Education PT Institution	
Lifetime Experience	95%	90%	97%	95%
Experience in Previous 5 Years	27%	24%	72%	42%
Average Experience for those with P-12 Experience	11.4 yrs	9.0 yrs	21.7 yrs	14.7 yrs
Average Experience for those with P-12 Experience in Previous 5 Years	2.7 yrs	2.3 yrs	3.7 yrs	3.3 yrs

* Group A: Faculty teaching full-time in the professional education program.

Group B: Faculty teaching part-time in professional education but full-time at institution.

Group C: Faculty teaching part-time in the institution.

- ◆ Group A, the traditional professional education faculty, have a high rate of classroom experience (95%) but are less likely (27%) to have had such experience within the past five years. Tenure at institutions of higher education, the preparation needed for teaching in higher education, and full-time teaching responsibilities in professional education courses obviously limit the opportunities these persons have for acquiring P-12 experience within the past five years.
- ◆ Faculty Group B, with the least experience relative to the other groups, are those faculty who are full-time in the institution and part-time in professional education. These instructors are typically in content areas where P-12 experience may not have been part of their professional training or experience.
- ◆ Group C, those instructors who are part-time at the institution, are frequently P-12 classroom teachers.

It should be emphasized that a student enrolled in a professional education program at a MACTE institution will have opportunities to work with persons in each of the groups surveyed. A student will have extensive contact with persons who have been in the classroom as well as persons who can see education from the outside. Such a variety is critical in preparing teachers who are reflective about the practice and the profession of teaching.

College and Faculty Collaboration with P-12 Schools

The faculty at the 29 teacher preparation institutions in Minnesota are involved with P-12 teachers and students in a wide variety of capacities. The MTQM website contains a great deal of information regarding the amount and the ways that faculty are involved. Faculty are involved in order to contribute expertise to the work of P-12 schools, to remain current in their understanding of children and issues affecting teaching and learning, and to work with schools to create and refine effective teaching strategies. This involvement falls into five categories: supervision of educator candidates within school-based field experiences; work related to projects, grants, research, and consultation; presentations, workshops, and sustained staff development; support for new educators within Minnesota schools through mentoring and support systems and networks; and service on school district boards and committees.

The following summarizes the data collected related to each of these categories and provides a sampling of the interactions that occurred between teacher education programs and faculty and P-12 schools during the 2002-2003 academic year.

FACULTY SUPERVISION OF EDUCATOR CANDIDATES WITHIN SCHOOL-BASED FIELD EXPERIENCES

Minnesota teacher education students have many opportunities to work with P-12 students in schools as part of their preparation. Teacher educators are actively involved in those experiences ranging from initial observation through their full-time student teaching. Collaboration among the cooperating teacher, student teacher, and the college faculty member create a learning community. These collaborations impact school districts, teacher preparation programs, and future teachers alike.

- ◆ Minnesota teacher educators spent an average of **133.4** hours in P-12 schools involved in supervision of educator candidates within school-based field experiences.
- ◆ **72%** of Minnesota teacher educators supervised educator candidates within school-based field experiences in P-12 schools.

Faculty respondents to the survey provided the following comments:

Meeting the mentor teachers and discussing their own settings with them allowed me to better understand the wide range of settings teachers must be prepared to successfully deal with. Collaborating with the mentors on the evaluation of student teachers helped me to understand where our criteria for assessment were in agreement and where they diverged.

I am able to bring back to the class common areas of concern for student teachers and work with students in proactive ways to avoid some of the difficulties common to beginning teachers.

I have taken students into four schools to work directly with K-5 students using district curriculum. All activities focused on math or reading. Some students participated in both. Students worked both individually and in teams to work with the public school children. They provided math centers, worked to prepare students at grades 3 and 5 for the math MCA, assessed student reading levels and provided appropriate instruction according to a student's strengths and needs, and incorporated the standards in their lesson planning.

As the supervisor of 12 student teachers during the school year 2002-2003, I had the opportunity to provide for these pre-service teachers the support and guidance necessary for them to transition from the college classroom into the position of practicing student teacher. With my background of 37 years of successful classroom teaching and mentoring with the Minneapolis Public Schools, I was able to observe, evaluate and, whenever necessary, provide concrete suggestions for improving or enriching the pre-service teacher's teaching strategies, or understanding of the teaching/learning process. My strength in being able to suggest my tried and tested strategies for developing positive behavior management plans for their individual site placement situations seemed to be most appreciated by the pre-service teachers. As we reviewed the lessons observed, we consistently discussed the connection of each lesson to the state and district standards. I feel that that discussion helps to cement the importance of keeping those standards in mind.

For an extensive list, visit our web site at <http://mtqm.mnteacher.org/cat1.shtml>.

FACULTY WORK RELATED TO PROJECTS, GRANTS, RESEARCH AND/OR CONSULTATION

The responsibilities of college and university faculty across the 29 institutions vary from full teaching loads to a major emphasis on research. As a part of their responsibilities most faculty members have a combination of teaching, research, and service to the community.

- ◆ Minnesota teacher educators spent an average of **116.6** hours in P-12 schools involved in work related to projects, grants, research, and/or consultation.
- ◆ **75%** of Minnesota teacher educators worked on projects, grants, research and/or consultation in P-12 schools.
- ◆ On average, Minnesota teacher educators worked on projects, grants, research, and consultation in **2.51** schools.
- ◆ On average, Minnesota teacher educators worked on projects, grants, research, and consultation in **2.22** districts.

Faculty respondents to the survey provided the following comments:

Our institutional work with partner schools via a PT3[Preparing Tomorrow's Teachers to use Technology] grant has impacted classroom instruction in relation to the integration of technology. Our students are strongly encouraged to apply their knowledge and expertise in technology during their student teaching experiences. Teachers from our partner schools and faculty from the education department are learners together as we participate in workshops focused on instructional technology. I believe the impact of this kind of experience is tremendous. Not only are we all learning applications and best practices focused on technology, our learning together keeps communication lines open between P-12 schools and higher education. We have opportunities to learn from and about one another.

In one district I worked with a faculty team to investigate smaller learning communities. The faculty was concerned that their large high school, with large class sizes was not supporting the learning of every student. Looking at the success of smaller learning communities, the faculty team discussed and planned ways to connect with every student by creating an environment that facilitated connections among a smaller group of students and faculty. Seeing the faculty take this forward and begin implementation this current school year and hearing their success stories with students was very rewarding.

I worked with local-area kindergarten teachers to implement phonemic awareness activities into their classroom practice. The work helped them to identify ways in which they already address phonemic awareness, as well as to identify ways in which they could build on what they already do. I worked with another local-area school to evaluate teachers' literacy instructional practices in light of current best practices. My work helped teachers to identify areas of strength and areas in which they might want to improve instruction.

I have gathered writing samples, video samples, case studies, anecdotes and examples that I use in my classes to improve my students' abilities to provide better teaching responses when they encounter such problems. I have had some of these parents and professionals come into my class to talk with my students.

Spending time in the classroom as a researcher, observer, and sometimes team-teacher has given me (and will give me) continued grounding in the life of a "real" classroom. Conversations with my teacher partner about her questions, interpretations, and issues that are important to her make their way into my teaching and inform the views I share with students.

For an extensive list, visit our web site at <http://mtqm.mnteacherred.org/cat1.shtml>.

FACULTY WORK RELATED TO PRESENTATIONS, WORKSHOPS, AND/OR SUSTAINED STAFF DEVELOPMENT

Faculty expertise such as content knowledge, classroom management, understanding of child development, and student learning is sought by the teachers and administrators in the school districts. Research and expertise of MACTE faculty members are shared with the schools. Conversations among educators at all levels help to extend the expertise of all individuals and have a direct impact on the students in schools.

- ◆ Minnesota teacher educators spent an average of **67.8** hours in P-12 schools involved in work related to presentations, workshops, and/or sustained staff development.

- ◆ 74% of Minnesota teacher educators worked on presentations, workshops, and/or sustained staff development in P-12 schools.
- ◆ On average, Minnesota teacher educators worked on presentations, workshops, and/or sustained staff development in **2.28** schools.
- ◆ On average, Minnesota teacher educators worked on presentations, workshops, and/or sustained staff development in **2.31** districts.

Faculty respondents to the survey provided the following comments:

Discipline and behavior are my areas of expertise. I give presentations to high school teachers and serve on committees where the main focus is student discipline. I believe through my work I am able to have both a practical and a theoretical perspective regarding this subject.

During summer school: 1. Teach classes for the Math Ed Metro Degree 2. Teach courses for K-8 teachers which integrate content and teaching methodology 3. Teach classes for K-6 teachers and para-professionals which focus on arithmetic and problem solving.

I think the workshops for PT3 have had the greatest impact because we have worked with teachers over a long period of time (we're in our third year). Also we are able to pay for substitute teachers so they can participate during the day. We have offered workshops on the ISTE-NETS [I Standards T E-N E Technology Standards], how to use various software packages, how to integrate technology into a curriculum unit, and how to find resources on the Internet. We have provided time for classroom teachers to work one-to-one with our pre-service teachers to prepare technology-integrated units.

Writing training conferences and workshops has had an impact on the schools. I believe these have had the greatest impact because teachers from the same district are learning together, gaining an understanding of good writing instruction strategies, and then practicing those strategies in their classrooms. I often communicate with teachers who have been at workshops and presentations as follow-up, usually through e-mail, and problem-solve with them as they put their new understandings into practice.

In two districts I worked with the mentor team to facilitate ongoing mentorship programs and in particular, the enhancement of skills that support positive mentor and mentee interaction. The district that has strongly supported their mentor program has seen little turn over in teachers. This has reaffirmed my commitment (via presenting, writing and research) to support our new teachers, so they can continue to learn and grow and be effective in the classroom with their own students.

I worked with the Five District Integration Partnership, which is a grant in place to connect teachers and students from suburban and urban settings. This program works in a summer school setting as well as Saturdays during the school year.

I have been volunteering my time to help public school teachers begin to examine how race plays out in schools. More specifically, I have been helping groups of teachers explore their own racial (usually white) identity, and how that influences their work with diverse children.

For an extensive list, visit our web site at <http://mtqm.mnteacherred.org/cat1.shtml>.

FACULTY WORK RELATED TO SUPPORT FOR NEW TEACHERS WITHIN MINNESOTA SCHOOLS THROUGH MENTORING AND/OR OTHER SUPPORTS AND NETWORKS

Research in the National Commission on Teaching and America's Future's* (NCTAF, 2003) report, *No Dream Denied*, indicates that new teachers who are supported and mentored in their first years of teaching will stay in the profession longer. It is reasonable to expect that the performance of students in classes with more experienced teachers will be higher.

- ◆ Minnesota teacher educators spent an average of **47.5** hours involved in support for new educators within Minnesota schools through mentoring and/or other support systems and networks.
- ◆ **57%** of Minnesota teacher educators supported new educators within Minnesota schools through mentoring and/or other support systems and networks during the 2002-2003 academic year.

- ◆ On average, Minnesota teacher educators supported new educators through mentoring and/or other support systems and networks within **1.85** schools.
- ◆ On average, Minnesota teacher educators supported new educators through mentoring and/or other support systems and networks within **1.47** districts.

Faculty respondents to the survey provided the following comments:

I remain in contact with new teachers and offer my help and resources to those that request it. Two of my graduate students set up mentoring programs in each of their respective districts for new teachers as part of their work for our program. I consulted with them and offered resources to help them establish these programs in each of their schools.

I have offered all of my former and current student teachers a "lifetime lifeline." They are free to contact me at any time asking for advice, clarification, etc. (It is difficult to cite the number of sites/districts involved.) I am occasionally (including currently) asked to provide mentoring services directly to a practitioner. Sometimes this is done strictly on a volunteer basis, sometimes it is done on a paid/consulting basis.

My activities impact students and teachers on a policy level - that is, support of mentoring through testimony and work with the Board of Teaching and the MDE [Minnesota Department of Education].

Every year I teach more than 800 Minnesotans, who participate in my courses, workshops, and training sessions, and who work in Minnesota's educational settings. Many of these participants stay in contact with me via email, phone, and mail, and they request the latest research, readings, and pedagogical strategies for teaching in diverse settings.

This past year I prepared weekly information for a 'site of the week' for our New Teachers New Technology project. Information on this site is for pre-service teachers at our institution as well as for in-service teachers at twenty five rural schools in our project consortium.

I have just finished working with a cohort of M.Ed [Masters of Education] students through a two year process aligned with National Board of Professional Teaching Standards. Eleven of the students completed portfolios in their subject fields aligned with NBPTS [National Board of Professional Teaching Standards] as their final project, including multiple video taping and reflection papers on their P-12 practice.

Coordinating a comprehensive new teacher induction program is my assignment/position in P-12 education. In the past year, I have supported more than 100 new teachers and mentors from my own district as well as from area districts that contracted with us for training. My responsibilities have included the training of teachers and administrators from our own state as well as from districts outside Minnesota. Training topics have included coaching, mentoring, teacher performance assessment, portfolio development, and professional development planning. I have also served as a consultant to help other districts establish and sustain their own local induction programs.

Mentoring is a passion of mine and as the District Staff Development Coordinator for 10 years prior to my retirement I focused on state, regional and national grants. We worked within the MN Department parameters for first-year grant projects for 5 years. The local district provided two mentors - one within content area, and one outside - for each first-year teacher. It was very successful, but costly. Another strong support system were our principals and supervisors. They really focused on providing a nurturing environment for new staff.

For an extensive list, visit our web site at <http://mtqm.mnteacher.org/cat1.shtml>.

FACULTY SERVICE ON DISTRICT BOARDS AND/OR COMMITTEES

While faculty members provide service to schools in multiple ways as a part of their professional roles, they are also members of local school communities. As such many of them provide service to the schools through volunteer activities and serving on school committees as citizens of the districts.

- ◆ Minnesota teacher educators spent an average of **39.2** hours in P-12 schools involved in service on school district boards and/or committees.
- ◆ **41%** of Minnesota teacher educators served on school district boards and/or committees.

Faculty respondents to the survey provided the following comments:

I continue to serve on the Winona district's social studies committee. This impacts how and what we teach K-8. I am an active member of the Teacher Education Partnership between our university and the 13 member districts of the Hiawatha Valley Education Districts. Services are provided as needed/requested. Many initiatives have come from this group.

I am a Committee Member for recommendation of a standardized achievement testing change. The greatest impact was a presentation given to a group of teachers from one area that helped them to focus on using tests as a tool and finding alternative assessments (formative, evaluative, & summative) that can help illuminate student learning.

I am currently serving on the interim board for the charter school with which my college is associated.

Participation on the district staff development committee that was responsible for planning and implementing staff development activities for the district staff.

I am Chairperson of school district Staff Development Committee.

I serve on an area school's curriculum committee.

Being an active member on a local school's site council and serving periodically as a volunteer on a district-wide curriculum committee and district hiring committee.

I am a board member of the Minnesota State High School League which services all Minnesota districts in the area of athletics, academics and fine arts. I am also a board member for the Minneapolis Patrick Henry High School Foundation which handles scholarships and other services to the high school.

I do not consider all of these as work-related committees as I am on these committees because I am a parent. However, I use my training, experience and knowledge as an educator to make sound decisions for the school related committees I participate in. The committees I participate in need a voice for at risk students and communities, as well as a voice for the communities of color.

For an extensive list, visit our web site at <http://mtqm.mnteachered.org/cat1.shtml>.

ANNUAL MACTE INSTITUTIONAL REPORT

The Annual MACTE Institutional Report has a 100% return rate and provides extensive data on the measures of teacher quality. For the past two years MACTE institutions have gathered data and have made it available to the public on MACTE website <http://www.mnteachered.org>.

Minnesota teacher education programs are actively involved in P-12 schools through partnership schools and districts, and by including P-12 school practitioners in teacher education programs. These reciprocal relationships and the efforts of P-12 and higher education faculty strengthen both P-12 education and teacher education.

P-12 SCHOOL PARTNERSHIPS

As a part of the MACTE's Annual Institutional Report, institutions were asked to provide four examples reflecting the scope of their involvement in P-12 schools. A sample of the nearly 100 partnerships is available publicly at MACTE's website and provides examples of the many relationships that exist between teacher education institutions and P-12 schools in Minnesota.

Partnerships exist between each of the Minnesota teacher education programs and P-12 schools. These relationships were grouped into three categories: professional development schools; multifaceted partnerships; and friendships. Most programs have at least one professional development school. All programs have several multifaceted partnerships and several friendships.

Professional Development Schools

Professional development schools are fully reciprocal relationships between a teacher education program and a school or district. P-12 educators participate in creating, implementing, and evaluating the teacher preparation program. Teacher educators from higher education participate in creating, implementing, and evaluating P-12 education. Teacher education candidates at multiple stages work together with P-12 educators at various stages in their careers to improve teaching and learning. The relationship is marked by co-ownership of responsibilities associated with the results of accountability measures. There are regularized systems of teacher-teacher educator exchanges and special assignment arrangements. Advanced partnerships in this category envision a P-16 experience for students.

MADISON SCHOOL PROJECT

We've built a partnership with this Title I K-5 school, with multiple activities. Our seniors complete a practicum there, taking over classrooms in teams of 3 which allows teachers to spend time in inservice activities. We also are providing an onsite classroom management class for [para-professional] and recess monitors. [University] students serve as email buddies for their ELL [English Language Learners] students in literacy. In addition we will operate a reading clinic and special education services for identified students on site next summer.

MINNEAPOLIS TEACHER RESIDENCY PROGRAM

The intent of the Minneapolis Teacher Residency Program is to ease a licensed teacher's induction into urban teaching by providing the teacher with a reduced teaching load, on-site mentoring, and continued professional development throughout the first year of teaching. In the induction year, the resident teacher teaches 60 to 80 percent time. The remaining portion of the teaching day is devoted to participating in professional development activities.

KENNEDY ELEMENTARY SCHOOL PARTNERSHIP

Kennedy Elementary offers field experience sites and clinical faculty who mentor candidates working in those sites in exchange for professional development opportunities provided through various college programs. Education students serve as tutors in the America Reads and Kid Stop programs. Education Department faculty members also serve on the committee that is associated with the America Reads program.

Multifaceted Partnerships

Multifaceted partnerships are somewhat reciprocal relationships between a teacher education program and a school or district focused on providing opportunities for growth to teacher education candidates and P-12 teachers. P-12 educators provide feedback and input to teacher preparation programs, while mentoring and evaluating candidates who have field experiences in their classrooms. Teacher educators participate in conversations and occasional inservice opportunities regarding the improvement of P-12 education within supervisory interactions with teachers who serve as cooperating teachers, book groups, and committee work. Occasional teacher-teacher educator exchanges and special assignment arrangements enhance community-building and shared expertise.

ST. PETER

Full ranging partnership including service learning projects with student with disabilities, cultural/racial difference, after school activities, supplemental academic services such as Great books/America Reads, Big Partners, practicums, student teaching, etc. Faculty are involved in grant activities, curricular planning, study groups, shared professional development, and co-teaching in the schools and college. The school and college are reciprocal partners with the community as well, in organizational work, community development, enrichment, and collaborative services.

TRIO & GEAR UP EDUCATIONAL OPPORTUNITY PARTNERSHIP

The Education Department sponsors over one million dollars per year of grant-funded college preparatory service to 1,000 low-income students who would be the first-generation in their families to graduate from college. The target schools include Minneapolis Northeast Middle, and Washburn and North Senior Highs; St. Paul Humboldt Junior and Senior and Central High; and Red Wing Senior. The partnership is supported by the college, the schools, businesses, and federal, state, and private funds.

MINNETESOL

MinneTESOL is a professional association of teachers of English as a Second Language in Minnesota and neighboring states dedicated to the education and support of students acquiring English at all levels of public and private education. MinneTESOL supports educators by the following: collecting and disseminating information pertinent to English as a Second Language, English as a Second Dialect, and Bilingual Education, promoting and assisting programs in local communities; fostering the professional development of its members; voicing the socio-political and employment concerns of its members; and establishing and maintaining contacts through affiliation with the international organization TESOL, and through cooperation with other organizations which may share similar purposes, interests, and clientele.

Friendships

Friendships are relationships between a teacher education program and a school or district involving primarily the placement of teacher education candidates within classrooms in order for them to gain experience and expertise. While the teachers learn through processes of observation and mentoring, few other opportunities exist for teachers and teacher educators to learn together. Higher education supervisors interact with teachers during regular visits to observe and provide feedback to teacher education candidates. Few opportunities exist for reciprocal programmatic impact.

MULTICULTURAL EDUCATORS PROGRAM

This is a grant sponsored partnership with the Red Lake Public Schools (District #38) designed to increase the number of Native American educators in a variety of licensure areas.

CENTER FOR APPLIED RESEARCH AND EDUCATIONAL IMPROVEMENT (CAREI)

Since its inception in 1986, CAREI has funded nearly 100 projects involving collaboration between University faculty and students, and classroom teachers. All projects must affirm the importance of mutual respect and common goals among university and school-based researchers, and demonstrate how research can be valuable in addressing educational issues. CAREI works to strengthen the connection between the resources of the university and local, state, and national initiatives to promote school improvement.

MERGING TO ACHIEVE STANDARDS PROJECT (MASP)

Initiated in 1997 with a grant from the National Science Foundation, the Minneapolis and St. Paul Merging to Achieve Standards Project (MASP) is a teacher development program that involves 21 Minneapolis/St. Paul metropolitan area K-12 school districts. The program has created a critical mass of over 1,100 teachers and an infrastructure for the implementation of standards based curricula. In 2001, there were over 74,000 students who were daily using these curricula as a direct result of interaction with this project. Currently, research is being conducted on the nature of mathematical achievement patterns for students who have completed at least three years of reformed curricula at the middle and secondary levels. A second study being conducted with the mathematics department will examine "reformed" students' success in college level mathematics.

PRACTITIONER INVOLVEMENT IN TEACHER EDUCATION PROGRAMS

Minnesota teacher education programs involve P-12 practitioners in their programs in order to enhance the quality of preparation through the involvement of people with special expertise, to seek input and ownership of preservice and inservice curricula, and to provide special professional development opportunities for P-12 practitioners to refine their practices and to teach them to others. All Minnesota teacher education programs involve P-12 practitioners as cooperating teachers and supervisors for practicum students and student teachers, guest speakers, and advisory board members. Most programs involve P-12 practitioners as adjunct faculty, university supervisors, assessment team members, research and grant collaborators, and as teachers on special assignment who serve in temporary (typically 1 to 3 years) but more full-time college roles.

Additional data from MACTE's Annual Institutional Report on the measures of teacher quality relates to college and faculty collaboration with P-12 teachers and students. Institutions reported how teachers and administrators in

P-12 schools are actively involved in the preparation of new teachers through their work with teacher preparation programs and how faculty in teacher preparation programs stay current in the practices, experiences, and challenges in today's schools through direct involvement with P-12 schools.

The 29 MACTE institutions listed the following ways that teachers and administrators were involved in teacher preparation:

- ◆ advisory committees to the teacher education program;
- ◆ serving as adjunct faculty;
- ◆ supervising field experiences or student teachers;
- ◆ serving as cooperating teachers or classroom supervisors;
- ◆ being guest speakers;
- ◆ collaborating with research and grants; and
- ◆ serving on assessment teams.

MACTE institutions cited the following examples on how teacher education faculty stay current:

- ◆ supervising teacher preparation students in P-12 classrooms;
- ◆ working on collaborative projects with P-12 teachers;
- ◆ serving as a substitute teacher in a P-12 classroom;
- ◆ making presentations, running workshops, or providing other types of in-service training for P-12 teachers;
- ◆ mentoring teachers or working with first-year teachers in P-12 settings;
- ◆ working together with P-12 teachers on grants;
- ◆ serving on school boards or school district committees;
- ◆ consulting with P-12 schools;
- ◆ tutoring P-12 students;
- ◆ doing school based research; and
- ◆ serving on P-12 accreditation visits.

SUMMARY

Results of the survey conducted by MACTE indicate that the majority of teacher educators within Minnesota have held teaching licenses, have a high level of classroom experience, and are actively engaged with P-12 schools through collaborations and partnerships. The high quality of teacher educators as evidenced through teaching licensure and experience, and the strong commitment to involvement with P-12 schools by individual teacher educators and teacher education institutions, contributes to effectiveness of P-12 teachers and P-12 student achievement within Minnesota.

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