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Summary

Partnership Activities College of Education

Since the last NCATE visit, there has been a significant increase in the number of formally acknowledged partnership activities involving educational institutions and the College of Education at St. Cloud State University. During the last three years, processes to obtain formal approval and written agreements for partnerships have been developed to assist the College of Education in both managing and documenting these efforts. Any partnership project that involves time/effort of SCSU faculty, reassigned or release time, and/or expenditure of College funds must be submitted to the Dean for review and approval. Partnership activities have been summarized by the Center for Applied Research in Education, Director of Applied Research in both 1998-1999 and 1999-2000.

The new recording and approval system has been beneficial in determining the types of resources needed to support this type of partnership activity. The question that must still be answered is if partnership projects should result in an additional base allocation to the College of Education, if they must be accomplished by reallocation of COE resources, or if they should be considered pilot or temporary and funded from outside funding sources. The current mix in the COE allows for funding by reallocation and by outside sources. If partnerships are to become the underpinning of the teacher preparation of all future teachers, additional on-going base funding must be found. As partnership activities become the accepted role of teacher education faculty, the faculty contractual load of 12 credits of teaching must be revisited in light of the travel, additional time and effort, and the non-credit generating activities of many partnerships.

The new approval system has also been beneficial in developing a college-wide plan for clinical experiences and student teaching. It is no longer possible to provide quality experiences for all education students if high quality entrepreneurial faculty move out of regular assignments into "special arrangements" with separate schools. The approval process asks that departments and the Dean be apprised of the type of partnership planned as well as costs and personnel needs. Continuation of projects is not assured without evaluation data to indicate student performance and cost effectiveness as well.

The new PDS sites are carefully selected based on the past collaboration with the partner school and should have the approval of the departments/centers involved. Teacher Centers also play a very important role in the partnerships with the schools that help us prepare teachers.

The partnership report identifies the various types of formal and informal partnerships currently being undertaken by the College. There has been expanding interest in developing new international partnerships, diversity efforts, and grant funded projects. Federal grants have been undertaken in increasing numbers. Evaluation of these projects will assist in the determination of which projects can be institutionalized and included in regular departmental activities.

The section of this report that identifies the individual faculty involved in informal partnerships (either volunteer or as consultants) is impressive in both the variety of roles played and the number of schools involved. Unfortunately, those included at this time are only those faculty who had the opportunity to respond to the partnership survey before summer session. Additional attempts will be made to increase the number of faculty reporting, which will certainly add yet more activities.

II.

1999-2000

College of Education at St. Cloud State University

Partnership Activities

Many of the partnership activities begun in 98-99 represent continuing efforts to enhance existing partnerships. There are also some exciting new partnership activities. Some of these activities have had external funding, but most have not. Most of these partnerships will be continued into future years and it anticipated that new partnerships between the College of Education and Mn schools and communities will be added each year. The present list represents a general summary of the kinds of activities that are considered

“partnerships.” This information was obtained from department chairpersons and on a voluntary basis from individual faculty.

A. FORMAL AGREEMENTS AND FUNDED PROJECTS

1. Professional Development Sites The PDS sites have developed in partnership with schools, with formal agreements for planning and start up time, and then implementation.

a. St. Cloud Public School District 742. Talahi PDS

The efforts of the Talahi PDS grew from a long standing partnership between the College of Education, Teacher Development department and Talahi Elementary. In the winter of 1997, a joint grant project was submitted to the Mn Dept of Children, Families, and Learning to create a laboratory school (PDS) that would focus on the preparation of new teachers, improving the reading and life work skills of the children at both Talahi and Lincoln Elementary schools, and creating an on-going collaborative faculty development structure that would serve both District and SCSU faculty. The project received \$600,000. These funds, and a later commitment of \$200,000 from both District 742 and from the College of Education were used to fund activities of the *Learning Connection Lab*, from spring of 1998 until spring of 2000. The LCL evolved into the Talahi PDS beginning with the 1999-2000 year. During 1998-1999, 28 student interns were placed in the Talahi/Lincoln schools for a full year of site based experience while they completed their elementary education degrees. The project involved 11 district faculty and 6 SCSU faculty. More than 250 elementary students were impacted by the project.

During 1999-2000, the teachers and SCSU faculty focused on dissemination of the “lessons learned” from the LCL project as well as implementing the PDS organizational structure that would continue to be used after the extra funding was no longer available. 23 student interns were involved, 23 PDS faculty were involved at different levels with the interns and all of the school faculty were involved in professional development, and 6 SCSU faculty were assigned to the PDS activities. During both of these years, the project and developmental activities were under the direction of and Robin Hasslen, Child and Family

Studies and Nancy Bacharach, Teacher Development, who served as Project Director and Project Coordinator respectively. In addition, Gayla Holmgren, Asst Superintendent of Special Project in School District 742, and Pamm Minden served as fiscal manager and fiscal director. Judy Rotto was the primary site coordinator for Talahi elementary.

For 2000-2001, the Talahi PDS will have 2 cohorts of teacher preparation students. The ITP (Integrated Teacher Preparation) project cohort will begin in August with 6 graduate early childhood students. Approximately 6-8 undergraduate elementary education students who need a focus in grades 4-6 will be placed at Talahi during spring semester.

b. North Branch Teacher Preparation Project: North Branch Public School, Cambridge Community College, College of Education, SCSU

During the 1998-99 year, an agreement was formalized between North Branch Schools, Cambridge Community College, and the College of Education at SCSU to form a Teacher Preparation Partnership Project. There are 3 major efforts that are part of this partnership. 1. Beginning in the fall of 1999, North Branch Schools worked in partnership with SCSU to serve as a Teaching Center and to assist in providing on-site supervision of student teachers. (6 students) 2. North Branch and SCSU cooperatively planned strategies for moving the Teaching Center into a Professional Development Site. 3. Cambridge Community College and the College of Education at SCSU have agreed to the courses to be used in a full 4 year teacher preparation program which is offered on the North Branch campus that will meet all national accreditation and Board of Teaching standards. Students in this program are simultaneously enrolled at Cambridge Community College and SCSU for the first two years of the program. (28 students—full time) During the sophomore year, eligible students will be able to apply for admission to the SCSU teacher education program.

Beginning in the fall of 2000, the North Branch School has been designated as a PDS site. During 2000-2001, the primary activities will be to continue the preparation program, completing all Community College classes, completing exams necessary for entrance to teacher education at SCSU, finding placements and supervision for teacher center students, and to develop some individual plans for those students who want to complete licensure packages other than elementary education. (some coursework may be at North Branch, some may need to be on

SCSU campus.) The Project has received \$8,000 from the Cargill Corporation to support the module development.

Bev Kochmann, Teacher Development, and Pamm Minden, Director of Research were the COE faculty instrumental in developing this project. They work closely with Dona Yetter, site coordinator, Al Bass, Assistant Superintendent of North Branch schools, and Doug Allen, Associate Dean, Cambridge Campus. During 2000-2001, Virginia Pierce, Teacher Development will be serving as a site liaison with the continued participation of Bev Kochmann, Pamm Minden, Dona Yetter, Doug Allen, and with Rodney Reisenhouer replacing Al Bass.

c. Interdisciplinary (Graduate)Teacher Preparation project: Pilot Project Involving College of Education Child and Family Studies and Teacher Development Departments in collaboration with St. Cloud Public Schools. (Talahi PDS, and North Junior High.)

During the winter of 1999/2000, a two year proposal was submitted to the Minnesota State College and University System for the Curricular Reform competition. The first year of this project was funded at \$32,963. The project proposed to develop a new option for preparing teachers that would draw from a pool of well qualified and experienced persons with completed bachelor's degrees, but without education backgrounds. Up to 18 students would be selected to obtain their preparation in a specially designed cohort that would 1/2 time field based and 1/2 time integrated course based. At the end of 15 months (2 summers and 2 academic year semesters) cohort members who successfully complete the program will be eligible for both a master's degree and for a Mn teaching license in either early childhood education (birth through grade 3) or a secondary teaching license in a disciplinary area. To be eligible for the program, applicants must have completed certain undergraduate general education courses, but need not have completed any education courses. This special program has a focus on diversity issues and parent involvement through special inquiry based course delivery. An interdisciplinary team of faculty will coordinate the instruction, field experiences, and delivery of the program. Project Directors are Nancy Bacharach and Paula Bradfield-Kreider, Teacher Development, and Robin Hasslen, Child and Family Studies. Other faculty with key involvement will be Jerry Wellik, Special Education, Niloufer Merchant, Family Counseling in the Dept of Ed Research, and Ming Chi Own, Child and Family Studies, and Ramón Serrano, Teacher Development. Additional faculty who will be supporting this project are

from the Lindgren Child Care Center, the Talahi PDS, North Junior High Partnership, and Apollo High School.

d. St. Cloud Public School District 742: North Junior High Partnership/PDS .

During the 1999-2000 year, preliminary discussions concerning PDS site status were held with staff from both North and South Junior High Schools. During spring 2000, staff from North attended the PDS conference in South Carolina with the SCSU faculty and Talahi PDS faculty. Shortly after that time the school faculty and staff formalized an agreement to begin a formal partnership between North and SCSU for next year. During the initial year, the partnership will devote planning time to developing the organizational structure which will support the types of activities on which North has agreed to collaborate. North will serve as a field experience and internship site for 8 graduate students from the ITP project. Faculty development activities, teacher preparation support for non-ITP students, and research activities will be designed and piloted during this year. It is anticipated that the North Junior High partnership will have PDS status by the fall of 2001. Paula Bradfield-Kreider, Teacher Development and Jerry Wellik, Special Education are working with Pat Welter, the North Jr High Principal, and Julie Samuelson, the North Site Coordinator to develop the PDS.

2. Special Projects/Grants/Contracts. These projects typically require some type of commitment of funds from one or more of the partners or from a funding agency to investigate new ideas and/or projects.

a. The Teacher of Color Project: St. Cloud Public Schools and SCSU College Of Education.

An agreement between SCSU and District 742 provided support for the preparation of future teachers of color who will agree to work in the St. Cloud Schools upon completion of the program. Goals of the program are 1) To address the needs for Minnesota children to be taught by teachers of color. 2) To increase the number of well qualified licensed teachers of color who are available to teach in Mn schools and 3) To provide access, financial support, and academic support to well-qualified teacher of color licensure candidates.

For 2000-2001, this project has proposed expansion of the project to include 6 school districts surrounding St. Cloud. A proposal for external funding to support this expansion has been submitted to the Mn Dept of Children, Family and Learning. Funding is pending (6/00). Les Green, COE Office of Cultural Diversity and Betsy Mahowald, coordinate this project.

b. Sauk Rapids/SCSU-COE Diversity Project.

The Sauk Rapids Staff (teachers and administrators) requested the opportunity to work with the COE Director of Cultural Diversity, Les Green and the Educational Administration Department to develop a 10 credit graduate package that will support teachers in developing expertise regarding diversity and initiating action research projects within their schools. Greg Vandell, Supt. in Sauk Rapids/Rice district was a key teaching faculty person and team leader. The first course was completed by more than 20 graduate students.

c. Eisenhower Math and Science Project for Elementary Teachers “Let’s Get Physical II.”

During the summer of 1998, 28 teachers from 15 schools districts participated in a 1 week math and science education intensive workshop on various principles of physical science and activities for teaching physical science to primary children. This very successful project was expanded during summer, 1999 to offer “more advanced” and in-depth experiences for the previous participants and their school teammates. Teams from schools were encouraged. Participants in the project presented their hands on activities at the Mn Teachers of Science conference held in St. Paul. Faculty with key responsibilities in the 1999-2000 project were Bev Kochmann and Kathy Ofstedahl. Pamm Minden served as fiscal director for the project.

d. Action Research Project—Faribault Schools.

Based on previous work with the school district, Virginia Pierce, Teacher Development, wrote a “seed grant” to support a one year pilot that would provide data concerning the outcomes of working with teaching to accomplish an applied research project. The team focuses on concepts of literacy during spring, 2000.

An expansion of the project will be completed during the 2000-2001 year if funding is received from a pending Spencer Foundation grant or from a pending National Council of Teachers of English grant award.

e. Headstart/ Reach-Up Evaluation Projects.

Glen Palm, Child and Family Studies has been involved in numerous Headstart and Reach-Up evaluation projects in the last 5 years. Glen has provided evaluation guidance to the St. Cloud Headstart Project regarding their family literacy projects. This year Glen is continuing his collaboration with District 518 (Worthington) to provide evaluation of their Even Start Family Literacy program. Glen represents these projects at the National Headstart evaluation sessions and has worked closely with district to encourage the continuation of grant funded initiatives.

f. Minnesota Highway Safety Center (MHSC): Alcohol Impaired Drivers on Snowmobiles.

The Minnesota Department of Natural Resources approached the MHSC to conduct a study that would investigate the effects of alcohol-impairment on drivers' traction control of snowmobiles. Yamaha International joined the study by donating snowmobiles for use in this project as well as for training. SCSU has the first permanent off-highway vehicle operational training course in the nation. Partnering with industry and with various State agencies, this Center has numerous on-going partnership projects.

3. Multi-University or National Consortia

a. Rural Integration of Technology into Education RITE

SCSU collaborated with 3 other MnSCU Colleges of Education, the MnSCU office, and Apple Computer to submit a proposal to the **US Office of Education PT3** (Preparing Tomorrow's Teachers to use Technology) competition. We received notice of funding for the project with \$463,200/year for each of 3 years (total = \$1,389,600)

St. Cloud State is hosting this project with the Project Director, David Rogers and Fiscal Director, Pamm Minden both at SCSU. Over the 3 years, the SCSU portion of this grant that will be available for teacher preparation faculty and units will total in excess of \$420,000. However, only a very small portion of these funds can be used for equipment, so the University will be asked to provide equipment matching funds for the project in years 2 and 3. This project focuses on strategies for the 4 Universities to collectively and individually address technology needs regarding student competencies, faculty competencies, curricular reform, and technology rich field experience and student teaching opportunities in rural schools.

b. Summer Institute Program (Early Childhood Special Education).

SCSU initiated and serves as fiscal host for the joint ECSE Summer Institute Program which involves the 6 Universities which prepare ECSE teachers. This Institute has a 14 year history and has proven to be extremely successful as a statewide graduate credit based professional development experience for teachers in the field. In the summer of 1999, the summer institute was conducted with more than 250 participants enrolled for graduate credit. 91 of those students enrolled for SCSU credit in Child and Family Studies. Preliminary enrollment for summer 2000 show 245 participants enrolled for graduate credit (112 for SCSU credit) in an Institute entitled "Early Literacy: Listening, Speaking, Reading and Writing. Child and Family Study faculty involved in developing the Institute programs are Joan Blaska (Project Coordinator), Pamm Minden, and Cheri Gilman.

c. Institute for Educational Inquiry. (Goodlad Network)

The SCSU College of Education has established a team of individuals who have been accepted for participation in the Leadership training program for the National Network for Educational Renewal (NNER). Team members selected for participation are Dr. Joane McKay, Dean of the College of Education, Dr. Gayla Holmgren, Asst Superintendent of Special Projects, St. Cloud Public Schools, and Dr. A.I. Musah, Dean of the College of Science and Technology. This team will become members of a cohort of 7 institutions selected for participation in the Eastern Regional Center workshops at Montclair State University. The team will attend 3 institute workshops during the 2000-2001.

d. U. S. Office of Education Teacher Quality Institute.

The U.S. Office of Education has selected a team organized by the College of Education at St. Cloud State University to attend the Teacher Quality Institute which will be held in Irvine, CA from June 28-30.

The team will include members of the new Teacher Preparation Project which is a collaborative project involving the College of Education at SCSU, North Branch Public Schools, and Cambridge Campus of Anoka Ramsey Community College. The team members who will be attending the Teacher Quality Institute are Bev Kochmann and Pamm Minden from the College of Education; Rodney Reissner, Superintendent of North Branch Schools, Dona Yetter, Teacher Preparation Project Coordinator North Branch, and Shirley Meyer, a North Branch 4th grade teacher; and Doug Allen, Associate Dean, Cambridge Campus of Anoka Ramsey Community College.

The Teacher Preparation Project is collaboratively offering a 4 year education degree program with all courses offered at the North Branch Public School campus. The Cambridge Campus Community College offers the general education courses for education students. St. Cloud State University offers the teacher education courses. In addition to the coursework which is required, all of the cohort students will complete 4 years of hands-on practicum experiences in public schools in the area. This project has been developed as a response to the need for more high quality teachers who are prepared to work in rural settings.

e. Urban Teacher Education Project.

For the last 5 years the 6 MnSCU Universities with teacher education programs have worked together with the St. Paul Schools to review and reform Urban Teacher Education program activities that would benefit both the University teacher preparation programs and the St. Paul Schools. This project was designed to provide more opportunities for diversity experiences for MnSCU students and will provide the district faculty with access to MnSCU faculty for a variety of professional development activities including some new uses of technology. Although, SCSU contributed funds to UTEP, and has active representation by faculty and COE administration, during the past 3 years, no students from SCSU have been able to utilize the existing UTEP project. After review, SCSU Faculty recommended that SCSU no longer participate in this project. The College of

Education would prefer to utilize our own funding to support projects that fit the needs of our teacher education programs.

f. The Minnesota Behavioral Support Project

This is a project involving the University of Minnesota, Department of Children, Families, and Learning, and participating faculty from other institutions of higher education. These projects provide in-service training in functional assessment procedures and proactive interventions for managing challenging behaviors in young children. Elizabeth Lodge Rogers, Special Education, has participated in this collaborative project for 2 years involving 3 cohorts. She has been working with school behavior teams in Anoka-Hennepin Schools, the St. Cloud School District, and the Benton-Stearns Education District (a consortium of 6 schools surrounding St. Cloud.)

g. “Secondary Analysis of Substance Use Etiology” project of the Health and Research Policy Center, University of Illinois @ Chicago.

Kathy Mayhew, Educational Research, School Psychology, and Rehabilitation has been subcontracted to work with the staff at the University of Illinois to analyze data, writing first-authored papers, and assisting with other papers on Substance Use Etiology.

h. Early Childhood Special Education Consortium, University of Minnesota: Duluth Instructional Support—Sub-contract.

The six institutions of higher education with Mn approved teacher licensure programs in early childhood special education have formed a consortium that allows these programs to share expertise and resources. The Consortium has received funding from the Mn Dept of Children, Families and Learning to support the ECSE programs with instructional materials and funds to hire parents and experts to assist in classes. The University of Mn serves as host institution for these funds and subcontracts the to each participating ECSE licensure program. The ECSE program in the Child and Family Studies Department receives approximately \$10,000 per year to support the licensure program. Funds are allocated within CFS with the agreement of the ECSE faculty (Blaska, Minden, Gilman)

4. Collaborative Projects funded to schools with SCSU involvement.

During this year several schools have approached the College of Education about partnering with them on grants which the schools were submitting to their own funding sources. Many of these projects have grown from SCSU initiated efforts.

Collaborative projects submitted/ Spring, 2000

a. Mn Board of Teaching Mentoring Grants

Proposals are submitted to the Mn Board of Teaching. Successful grants are awarded to Mn School Districts that are interested and willing to provide professional development support to new teachers within the district. School districts must submit proposals in collaboration with an Institution of Higher Education.

Little Falls Public Schools	\$15,000 Implementation	Funded
Milaca Public Schools	\$15,000 Implementation	Funded
Pierz Public Schools	\$ 3,000 Planning Grant	Not Funded
Westonka/Mound Public Schools	\$15,000 Implementation	Not Funded

b. Mn Dept of Children Families and Learning (Special Ed Teacher Initiative)

Special Education Dept (Mary Beth Noll) offered several special sections of classes to help in a State initiative to increase the number of licensed E/BD teachers. Students took 6 classes over 3 semesters, followed by a summer practicum.

c. Mn Dept of Children Families and Learning (Diversity Grants)

Central Mn Teacher of Color Consortium & COE Office of Cultural Diversity	\$136,140	Pending
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d. Center for School Change (Cargill Funding to School)

North Branch Public Schools	\$ 8,000	Funded
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& College of Education SCSU
& Cambridge Community College Campus

This request would support the development of instructional components to create a customized plan of flexible options for teacher licensure that will support the on-going Teacher Preparation program being offered at the North Branch Public Schools campus.

e. PACT 4 Families Collaborative

The Kandiyohi County Boys Group Home submitted a Daring to Share proposal to the PACT 4 Families Collaborative requesting \$1290.25 to support a program that was designed to involve At-Risk as resources to other youth, teacher, members of the community and future. The program would benefit both the community and the At-Risk students and their parents. Ramón Serrano, Teacher Development, agreed to direct this project. It was not funded in this round.

f. Small Schools Consortium

Small Schools Partnership for Elementary Teacher Prep Cold Spring, Buffalo, St. Cloud, Minneapolis & Royalton	\$ 8,000	Funded
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5. International Partnerships

a. Costa Rica

Teacher Development students complete their student teaching in Costa Rica under the supervision of an SCSU faculty member.

b. England

Teacher Development students complete their student teaching in England under the supervision of an SCSU faculty member.

c. Sweden

Child and Family Studies has developed an exchange program with the Stockholm Institute for Education. So far students from each country have “exchanged” during each of 3 years. There have also been 2 separate faculty exchanges.

d. Moldova

The Department of Leadership has worked collaboratively with BARSO State University in Moldova to establish a curriculum development project to support a faculty residency and exchange program between SCSU and BARSO State. A final funding decision is pending from the U.S. Dept of State, Bureau of Educational and Cultural Affairs.

e. China

A 3 semester credit Special Education Internet course is being offered through St. Cloud State University in partnership with the deaf community in China and a travel delegation from Gallaudet University. SCSU internet students will “travel with the delegation” as they visit and participate in workshops at 10 schools for the deaf in China, tour and meet with students and staff at 6 Chinese Universities, participate in workshops with the deaf community in China, will receive first hand information from the “Partners in Education” conference to be held in Xian where participants will be working together to improve education of the deaf in China.

f. Other--Additional International Partnership

Will be considered as part of the College of Education strategic planning activities.

B. INFORMAL AGREEMENTS—SPECIAL PROJECTS**1. Faculty Initiated School Projects.****a. McKinley School, St. Cloud and Teacher Development, SCSU.**

SCSU students enrolled in ED 399 met for their class at McKinley school each Friday morning. The SCSU students served as reading buddies with 70 first grade students. The teachers and the principal of McKinley often met with the class and worked with SCSU faculty to plan for meeting the needs of all of our students.

b. Centerpoint School, White Bear Lake and Teacher Development, SCSU.

SCSU students enrolled in Ed 399/400 worked as writing buddies with students from Centerpoint School. SCSU students and the Centerpoint students met once face to face to share rough drafts. They shared drafts by E-mail in the second part of the school year. SCSU students and Centerpoint students met again face to face in late January and again in late February to celebrate completed works.

c. Wayzata Public School/SCSU Teacher Development.

This is a project that provides opportunities for elementary education students to enroll in elementary methods block courses and student teaching which are taught within the Wayzata schools.

2. Faculty/Staff Consultation and Volunteer Efforts within Schools and Community Agencies

a. Special Education

Mark Markell: provided consultation with teachers in Brainerd concerning direct instruction and with teachers/parents in Pine River and Backus concerning sexuality education.

Jerry Wellik: provided a “poetry, storytelling and creativity” unit at McKinley Elementary school in St. Cloud.

Elisabeth Lodge Rogers : provided in-service personnel preparation on Special Education topics in Sauk Center and Elk River Schools. She is also delivering in-service to Sartell-St. Stephen, and Sauk Rapids/Rice districts to develop technical assistance teams as part of the Minnesota Behavioral Support project.

Joan Kellet: provided Direct Instruction coaching and in-service instruction in schools in Pequot Lakes, Crosby, Pillager, and Brainerd. She served as a Learning Strategy Trainer in both Alexandria and Fergus Falls schools. In addition, she has served as a reading consultant to the Brainerd Schools.

b. Center for Information Media (joint appointments with Learning Resource and Technology Services)

Phyllis Lacroix: working on a statewide cooperative library collection development project through Mn State University and College System

Chris Inkster: working with Rite Grant schools to plan opportunities to collaborate regarding the preparation of teachers utilizing technology.

Kristi Tornquist: serves on the board of the Central Minnesota Educational Research and Development Council, and is also on the board of the Central Mn Library Exchange.

Jeanne Hites: working on a MnSCU technology committee that includes school personnel to help develop student competencies for teacher education candidates.

c. Health, Physical Education, Recreation and Sport Science

Lori Ulferts: Coach of women's basketball and several basketball players volunteered to provide a clinic for your players at Oak Hill Elementary, St. Cloud. She and the team helped out with North Junior High's "Kick Butts" day to promote NO SMOKING. Coach Ulferts, Coach Fish and all of the basketball players offered a free basketball clinic for young women in Rocori school district, and also offered a 1 hour free basketball clinic for area Girl Scouts.

Ray Collins: Since 1996 he has coordinated the SCSU Sport & Physical Activity Speaker Series that brings national and international figures to SCSU. Each year the speaker has been gracious to include a public school assembly address as part of his/her fee arrangement. The 1999-2000 speaker was Dr. Steven Blair, Director of Research at the renowned Cooper Institute for Aerobics Research, located in Dallas, Texas. Blair spoke to approximately 125 Apollo High School students and staff about "The Public Health Burden of Physical Inactivity."

David Bacharach: Organized a voluntary "Heart" program that has been offered to the 6th grades at Oak Hill Elementary School and Talahi Elementary School. He takes 12 graduate and undergraduate students to each school for a series of four days. On 2 days, the students participate in

heart dissections, blood pressure monitoring, and heart rate monitoring with each 6th grade classroom. On follow-up days, they are available in the classes for discussion, Q & A, and a summary exercise. The physical education teachers at each school borrow heart rate monitors to reinforce the issues we address with the students.

Earleen Helgelien Hanafy: Provides training in “Responding to Emergencies” which makes available the opportunity for them to obtain Red Cross First Aid and adult, child and infant CPR certification.

Karen Thompson Volunteered to present a workshop for the Sauk Rapids/Rice Diversity Project about “Disability Rights and Power Issues”

d. Teacher Development Department

Lalita Subrahmanyam: Presented a summer workshop on “Multicultural Teaching for St. Cloud Public Schools. Has shared presentations with Linda Cooper a school teacher at Lincoln Elementary at the National Association for Multicultural Education. They are currently writing a paper on Children and Stereotypes. Lalita has also made a presentation at Jefferson Elementary School about Indian Music. She is also involved with the Parents of Children of Color & Concerned Citizens Group (PC4) in St. Cloud.

Steve Hornstein: Served on the Cold Spring School Curriculum Advisory Council as a community member. Steve also is continually involved in the McKinley Elementary school doing informal consulting, grant writing, working with teachers on special projects, etc.

Virginia Pierce: Co-presented with Talahi school teachers at the PDS Partnership conference in Columbia, SC. Initiated and coordinated a professional development experience for Talahi teachers and PDS faculty utilizing the skills and expertise of a literacy consultant from New Zealand. The consultant provided demonstration teaching and two seminars.

Paul Spies: Served as an interdisciplinary teaming consultant to Monticello High School. He is also working with North High School in

Minneapolis to establish a cooperative relationship where our pre-service students have access to their school and North High School will utilize SCSU faculty for professional development.

Barbara Beniek: worked with the interns and teachers in the Learning Connection Lab and PDS programs at Talahi Elementary Schools. She has also participated in the Diversity Initiative in the Sauk Rapids/Rice school district. Barb is a school board member in the Sauk Rapids/Rice district and also served on the Benton Stearns Education District Board at a Sauk Rapids board member.

Ramón A Serrano: Worked through the Institute of Critical Pedagogy and Children's Rights to invite speakers to present for the university, community and SCSU faculty. During 1999-2000, the speakers were Nel Noddings and Bill Ayers who shared ideas related to children and how they are treated in schools and society. Ramón has been working with the Kandiyohi Group Home in Willmar with a literacy program to help troubled kids. Participants in the program are given preparation to talk about their experiences in gangs and the juvenile court system with groups in schools, communities and universities. Ramón has presented to the Indian Home School Liaison on dealing with gangs in the community.

Nancy Bacharach: has worked extensively with both Lincoln and Talahi Elementary schools to create the Learning Connection Lab, the Talahi PDS. She is now additionally involved with North Junior High and Apollo High School in the work of the Integrated Teacher Preparation Project. Nancy also serves on the Oak Hill Elementary Site Council.

Ken Kelsey: helped develop the Local Education Activities Foundation in St. Cloud Public Schools. Ken is a charter member of the Board of Directors and is the current president of LEAF. This is a philanthropic foundation which raises funds and gives semi-annual grants to support extracurricular activities in the St. Cloud Public Schools. Ken has also served on the St. Cloud Graduation Standards and Curriculum Advisory Committee since 1979.

Jan Frank: has worked with the Westonka/Mound School District as a faculty liaison to their teacher mentoring planning committee. The district

has written a mentoring implementation grant for the 2000-2001 year. Jan has also received the training to become a Board of Teaching portfolio reviewer.

Paula Bradfield-Kreider: worked with North Junior High School to do a year long self study as they prepared to consider becoming a professional development school. She also worked with Mississippi Heights Middle School on a diversity research project with student teaches.

e. Child and Family Studies

Joan Blaska: has provided workshops on “Emergent Literacy” and “Diverse Literature and Young Children” for the Becker schools’ early childhood family education parent groups, for Child Care Resource and Referral in Anoka county, and with ECFE staff and parents in St. Paul Public Schools. She has also presented to the Cloquet Head Start about transition to school issues and to a Bemidji area Parent Retreat about sibling behavior. For many years Joan has served as the Project Director of the collaborative ECSE Summer Institute program involving from 300-350 teachers, directors, and administrators from schools working with University faculty from 6 Universities.

Kathy Ofstedal: has worked with a variety of schools in St. Cloud to provide “Book Buddy” experiences for Child and Family Studies students in the public schools. She also developed a workshop about hands-on learning strategies in the college classroom which she presented to Century College in White Bear Lake, N. Hennepin Community College, and NW Technical College in Moorhead as part of a Bush Learning by Doing Grant through the MnSCU System. Kathy also worked with teachers as part of the faculty/teacher Eisenhower “Let’s Get Physical II” project and the ECSE Summer Institute. She serves on the Technical College Early Childhood Advisory Committee and also on the Annandale Public School ECFE Advisory Committee.

Jack Mayala: serves as a trainer, and evaluator of Head Start teachers for the National CDA credential at the Mille Lacs Reservation Early Childhood Center. He is also involved with the Knowledge Bowl competition for grade 6-8 in the Kimball School District.

Robin Hasslen: has worked extensively with both Lincoln and Talahi Elementary schools to create the Learning Connection Lab, the Talahi PDS. She is continuing her involvement in collaborative projects as a key member of the Integrated Teacher Preparation Project. She has presented at 5 national conferences (ATE, AACTE, AERA, ASCD, SCPDS) as part of a team of public school teachers and staff and University faculty.

Glen Palm: serves as coordinator of the Dad’s Project in District 742—Early Childhood Family Education. As part of this project, he delivers parenting education classes at the St. Cloud Correctional Institution. He serves as a project evaluator for the Worthington Even Start project and for the Reach-Up Head Start project. Both District 47 and District 742 are collaborators on this project. He works with Fathers’ projects throughout the nation as a Board member of the National Practitioner’s Network for Fathers and Families.

f. Human Relations and Multicultural Education

Julie Andrzejewski: gave an invited presentation to the Sauk Rapids Diversity Project on “Practical and Effective Approaches to Diversity Education in PK-12 Schools. She has also provided consultation to all of teachers in the Big Lake School district on “Do Big Lake Teachers Have a Stake in Diversity?” This presentation grew from team taught course (involving the Big Lake Director of Diversity) that was offered to teachers in the 1998-99 school year. Additional consultation activities include: Assisting in the development of a Human Relations course for the St. Cloud School District Health curriculum, and working closely with Diversity teacher at Albany High School in developing his master’s papers. She and this teacher have submitted a joint proposal to present a collaborative workshop at the National Association for Multicultural Education conference in Washington DC.

g. Leadership, Counseling, and Behavior Analysis

Kim Schulze: working with Gloria Gasparotto developed a collaborative relationship with Edina REM Behavior Therapy so that students will have supervised opportunities to carry out intensive behavior therapy for young

children with autism (first cohort will begin in fall 2000). She is also working with Niloufer Merchant to develop a collaborative relationship with Mille Lacs Schools and Mental Health Center. Kim is bringing a group of teachers from Iceland to visit Mille Lacs schools in June of 2000. Kim also provides consultation to the Mn Dept of Health as a behavior specialist for the Learning Clinics and Fetal Alcohol Syndrome Clinics. She has collaborated with Jan Keaveny at Talahi PDS to develop an applied research project.

Gary Schnellert: serves at the SCSU representative for 3 of the Mn School-to-Work Boards. There are monthly board meetings for each of the Boards. These School-to-Work Boards coordinate services for more than 50 school districts. Gary serves as a School Improvement Model (SIM) Curriculum consultant in the areas of math, science, vocational, technology, work force development, and career development. During 1999-2000 he worked with school districts in Diamondville, Wyoming; Dodge City, Kansas; Long Island, New York; North East Hamilton, Iowa; and Marshall, Iowa. He has also served as a SIM Career Special for Critical Work Activities (CWA) with the Kansas City school district, Portland, Oregon school district and the Mississippi school district in Mississippi, Mississippi. He and Celina Byers are working with the St. Cloud School district to develop Web-CT training.

C. CLINICAL EXPERIENCES, FIELD EXPERIENCES AND STUDENT TEACHING

A college-wide Office of Clinical Experiences (OCE) was opened during the 1998-99 academic year. The ultimate purpose of the OCE is to provide a connectedness in the placement of all field experiences from SCSU's College of Education. Today, the Office of Clinical Experiences continues to provide collaboration between the college unit and the school partners. Spring semester 2000, the OCE was moved to a centralized office space with new equipment and additional staff, all in an effort to facilitate the efficient placement of College of Education candidates who need field experiences.

The Office of Clinical Experiences continues to build toward a “center concept” for placement. The center concept suggests that there will be a clustered approach to placing candidates in a more defined geographical area. When students are placed using the center approach, a center coordinator assists with the placement and supervision of both student teacher and field experience candidates. Ideally, a center coordinator is well known by building and district administrators, as well as being respected as a colleague by university faculty.

Partnership agreements exist between St. Cloud State University and the St. Cloud Public Schools, Sauk Rapids-Rice Public Schools, and North Branch Public Schools. A site-specific agreement exists between SCSU and the Wayzata Public Schools, wherein an elementary cohort meets for methods classes on-site within the district, and then candidates are placed, within the district, for their student teaching experience. Additional partnerships are being discussed with several other districts including: Little Falls, Osseo, Sartell, Foley, St. Francis, Dassel/Cokato/Litchfield/Kimball/Hutchinson, and Elk River.

During the 1999-2000 academic year, the Office of Clinical Experiences placed over 1200 field experience candidates, and 481 student teacher candidates.

Student Teacher Candidates were placed in the following school districts during 1999-2000.

Albany	Alexandria	*Annandale	#Anoka-Hennepin
**Becker	*Big Lake	Brooklyn Center	Buffalo
Centennial	Cold-Springs	**Dassel-Cokato	Eden Prairie
Eden Valley-Watkins	Elk River	*Foley	Forest Lake
Fridley	*Holdingford	Hopkins	Isle
*Kimball	Litchfield	Little Falls	Madelia
Maple Lake	Milica	#Minneapolis	*Minnetonka
**Monticello	Mounds View	New London-Spicer	*North Branch
Onamia	Osseo	Paynesville	Perham-Dent
*Princeton	Robbinsdale	**Rocori	*Royalton
*Sartell	#Sauk Rapids-Rice	Spring Lake Park	St. Cloud
**St. Francis	St. Paul	#Wayzata	White Bear Lk

Key

* a minimum of 5 student teacher candidates

** a minimum of 10 student teacher candidates

- a minimum of 15 student teacher candidates
- a minimum of 20 student teacher candidates
- # a minimum of 25 student teacher candidates
- a minimum of 100 student teacher candidates

Special Education and Child and Family Studies

Information on placements in Special Education and Child and Family Studies for 1999-2000 are not currently available. Included is information from the 1998-1999 report.

III.

1998-1999

College of Education at St. Cloud State University

Partnership Activities

To a large extent the partnership activities begun in 98-99 represent **new** efforts. Some of these activities have had external funding, but most have not. Most of these partnerships will be continued into future years and it is anticipated that new partnerships will be added. The present list represents a general summary of the kinds of activities that are considered “partnerships.” This information was obtained from department chairpersons and on a voluntary basis from individual faculty. If there are corrections needed, please forward the information to Pamm Minden or Sue Maddux, A110, Education Building.

A. FORMAL AGREEMENTS AND FUNDED PROJECTS

The Learning Connections Laboratory Project (LCL) involved two separate Elementary Schools within the St. Cloud ISD#742. Involved in the LCL were 10 participating classrooms of PK-3rd grade, 225 elementary students, 22 SCSU pre-service teachers (elementary education interns), 13 District 742 faculty and 10 SCSU faculty. In

addition, there were 225 volunteers (community members, business members, SCSU students, and other adults) who worked on a 1 to 1 basis with each of the project elementary students on a weekly basis. This project had 3 goals:

To establish “Learning Laboratory” sites which will serve as the foundation for a high quality Professional Development School involving SCSU, District 742 and other school partners that will meet NCATE standards for “Quality Professional Development Schools.”

Learning: To increase the literacy and lifework learning skills of program K- 3 Learners to provide professional development and research opportunities for SCSU interns and Learning Lab Partnership faculty.

Connections: To create innovative, on-going connection among program K-3 Learners, SCSU interns, Learning Lab Partnership faculty, families, and community members for the purpose of improving literacy and lifework learning skills.

It is anticipated that some components of this project will be continued by the College of Education after the grant funding expires.

North Branch Public School, Cambridge Community College, College of Education, SCSC. During the 1998-99 year, an agreement was formalized between North Branch Schools, Cambridge Community College, and the College of Education at SCSU to form a Teacher Preparation Partnership Project. There are 3 major efforts that are part of this partnership: 1.) Beginning in the fall of 1999, North Branch Schools will work in partnership with SCSU to serve as a Teaching Center and to assist in providing on-site supervision of student teachers. 2.) North Branch and SCSU will cooperatively plan strategies for moving the Teaching Center into a full fledged Professional Development Site. 3.) Cambridge Community College and SCSU have agreed to pursue the development of a full 4 year teacher preparation program to be located in North Branch that will meet all national accreditation and Board of Teaching standards. Students in this program will be enrolled at Cambridge Community College for the first two years of the program.

The Teacher of Color Project: St. Cloud Public Schools and College Of Education. Through 1998-99, there have been 34 graduates of the program. There are currently 42 students in the Twin Cities cohort. During 1998-99, no new students were added to this

cohort. We offered courses in the fall and spring, making it possible for 8 students to complete requirements so they could student teach in the spring. Another 5 will student teach in fall of 1999. Unfortunately, we have not been granted additional funding for this off-campus program, so as of this summer, we could no longer provide scholarships for tuition and books for the Twin Cities cohort.

There were 19 students in the St. Cloud cohort (funded by Mn Children, Families & Learning). These students have anticipated graduate rates ranging from Spring 99–01. Six students successfully completed course work and student teaching and graduated in the spring of 1999. Most of these will be working in the St. Cloud district this fall. This program will be continuing into the next academic year. Three new students have been admitted and the project anticipates admitting even more.

McKinley School, St. Cloud and Teacher Development, SCSU. SCSU students enrolled in ED 399 met for their class at McKinley school each Friday morning. The SCSU students served as reading buddies with 70 first grade students. The teachers and the principal of McKinley often met with the class and worked with SCSU faculty to plan for meeting the needs of all of our students.

Centerpoint School, White Bear Lake and Teacher Development, SCSU. SCSU students enrolled in Ed 399/400 worked as writing buddies with students from Centerpoint School. SCSU students and the Centerpoint students met once face to face to share rough drafts. They shared drafts by E-mail in the second part of the school year. SCSU students and Centerpoint students met again face to face in late January and again in late February to celebrate completed works.

Wayzata Public School/SCSU Teacher Development. This is a project that provided opportunities for elementary education students to enroll in elementary methods block courses and student teaching which were taught within the Wayzata schools.

School to Work Partnerships. The College of Education at SCSU has been involved in 3 formal School to Work Partnerships: The Stearns Benton STW project includes 16 school districts, The Wright Link STW project involves 13 school districts, and the Mid Minnesota STW partnership involves 10 schools. The College of Education has representatives on the steering committee of these partnerships. Faculty/staff provided a variety of services to these School to Work projects including partnership evaluation, planning, and professional development activities.

Additionally, SCSU faculty have been involved in a special project for the Anoka-Hennepin School to Work project (developing a graduate level course about School to Work: philosophies and opportunities in schools today.) Another SCSU faculty person has been working with the St. Cloud District on a new School to Work grant that will deal with in-service opportunities and evaluation strategies for District 742 staff.

Sauk Rapids/SCSU-COE Diversity Project. The Sauk Rapids Staff (teachers and administrators) requested the opportunity to work with the COE Director of Cultural Diversity and the Educational Administration Department to develop a 10 credit graduate package that will support teachers in developing expertise regarding diversity and initiating action research projects within their schools. The first course has been completed by more than 20 graduate students.

Minnesota Rural Education—COE (Ed Administration) Applied Research Project. Faculty from Mn schools participated in an applied research course last summer. These faculty were provided research consultation and evaluation assistance as they proceeded to implement their research in their local programs during the past academic year.

Eisenhower Math and Science Project for Elementary Teachers “Let’s Get Physical.” During the summer of 1998, 28 teachers from 15 school districts participated in a 2 week math and science education intensive workshop on various principles of physical science and activities for teaching physical science to primary children. This very successful project was expanded during summer 1999 to offer “more advanced” and in-depth experiences for the previous participants and their school teammates.

B. MULTI-UNIVERSITY PROJECTS

Urban Teacher Education Project. The 6 MnSCU Universities are working together with the St. Paul Schools to provide program activities that will benefit both the University teacher preparation programs and the St. Paul Schools. This project will involve providing more opportunities for diversity experiences for MnSCU students and will provide the district faculty with access to MnSCU faculty for a variety of professional development activities including some new uses of technology.

MnSCU Teacher Education Technology/Grad Rule Project. The MnSCU Colleges of Education were given funds to improve their teacher preparation programs. Each University has developed their own plan. The SCSU plan involves ensuring that MnSCU

technology standards for education students and faculty are met, that appropriate programmatic changes will be addressed, and that there will be standards-based evaluations and/or performance evaluations regarding these efforts.

Other Joint MnSCU Projects. The SCSU COE will support and participate, as appropriate, with the other Institutions which are creating on-line courses regarding graduation standards and developing web-based beginning teacher support projects and distance learning initiatives.

Summer Institute Program (Early Childhood Special Education). SCSU initiated and serves as fiscal host for the joint ECSE Summer Institute Program which involves the 6 Universities which prepare ECSE teachers. This Institute has a 13 year history and has proven to be extremely successful as a statewide graduate credit generating professional development experience for teachers in the field. In the summer of 1998, the largest Summer Institute was conducted with more than 350 participants enrolled for graduate credit.

The Minnesota Behavioral Support Project is a project involving the University of Minnesota, Department of Children, Families, and Learning, and participating faculty from other institutions of higher education. These projects provide in-service training in functional assessment procedures and proactive interventions for managing challenging behaviors in young children. SCSU faculty have participated in working with school behavior teams in Anoka-Hennepin Schools and in the St. Cloud School District.

C. INTERNATIONAL PARTNERSHIPS

Costa Rica Teacher Development students complete their student teaching in Costa Rica under the supervision of an SCSU faculty member.

England Teacher Development students complete their student teaching in England under the supervision of an SCSU faculty member.

Sweden Child and Family Studies has developed an exchange program with the Stockholm Institute for Education. So far 4 students from each country have “exchanged” and 2 faculty from each program have exchanged.

Additional International Partnership will be considered as part of the College of Education strategic planning activities.

D. CLINICAL EXPERIENCES, FIELD EXPERIENCES AND STUDENT TEACHING

A new college-wide clinical experiences program was initiated during the 1998/99 year. It is important to note that SCSU recommended 620 individual students for a teacher licensure last year. As many students complete more than one teaching licensure program, there may be as many as 1000+ licensure programs completed in one year. Each of these necessitated practica, field experiences, and/or student teaching. SCSU is moving to a new design for supervision and for placement.

During the 1998-99 year, negotiations were completed with 4 districts which have agreed to a formal partnership regarding clinical experiences, field experiences, and/or student teaching.

Minneapolis Public Schools
St. Cloud Public Schools
Sauk Rapids Public Schools
North Branch Public Schools

Additional Discussions are underway with Osseo, Sartell, Foley, St. Francis, Dassel/Cokato/Litchfield/Kimball/Hutchinson, Wayzata, Minnetonka, and Elk River.

Student Teachers in Local Districts Students are placed in more than 50 school districts and/or private early childhood centers during the last academic year. Each of these placements represents a partnership in the preparation of teachers.

Student Teachers in Elementary and Secondary Education were placed in the following school districts during 1998-99:

Albany	Anoka	Becker	Big Lake
Buffalo	Cold Spring	Dassel/Cokato	Elk River
Foley	Hopkins	Kimball	Litchfield
Little Falls	Minneapolis	Minnetonka	Monticello
North Branch	Osseo	Princeton	Royalton
Sartell	Sauk Rapids/Rice	St. Cloud	Upsala
Wayzata			

Special Education places student teachers from various licensure programs as follows:

Anoka	Becker	Buffalo	Cold Spring
Elk River	Little Falls	Milaca	Minneapolis
Monticello	N St Paul/Maplewood		Osseo
Princeton	Rockville	St. Cloud	Sartell
Sauk Rapids	Stillwater	Willmar	

Child and Family Studies

The current licensure programs in this department are Prekindergarten Education (soon to be Early Education), Early Childhood Special Education, Early Childhood Family Education, and Parent Education.

Students have been placed in day care centers, Head Start programs, and public school programs in ECSE, ECFE and Readiness. Student teachers are placed with teachers who hold a Minnesota Teaching licensure, regardless of site.

Wayzata Community Church
 Family Resource Center, Blaine
 Lindgren Child Care Center, St. Cloud
 All Nations Childcare, Mpls
 Constance Curry Child Care Center
 Becker ECFE/Learning Readiness
 Sartell Elementary
 Princeton ECFE
 ECSE Eisenhower Elementary
 Anoka/Hennepin Learning Center, public school district
 Hand in Hand Preschool
 Washington Early Childhood Center, St. Cloud District
 Foley Elementary, public school
 Mary T. Wellcome Child Dev. Center
 Staples North Elementary – Family Area Center—public school
 Dist. 206 Early Childhood Family Education
 Upsala Elementary
 Little Falls District Early Childhood Center
 Willmar Washington Learning Center, St. Cloud District

E. INDIVIDUAL CONTRIBUTIONS AND/OR CONSULTATION WITH SCHOOLS

Typically as many as 40 College of Education faculty might be involved directly in service and/or consultation with schools within one year. This inventory has not been completed for this year. However, we offer the following as examples of the variety of topics included.

Counseling Psychology and the Applied Psychology faculty provide services to many schools. One faculty reported that she is personally involved with 12 separate school districts and that she has been helping other schools try to find personnel to fill counseling staffing vacancies. Several faculty are involved in assessment/evaluation projects and in providing counseling to Alternative Learning Programs.

Educational Administration faculty have worked with various school districts to create new and unique “specialization” programs for district faculty. Other faculty have been involved in assisting in the development of grant proposals to fund new projects with schools.

Teacher Development faculty are involved in numerous professional development in-service activities with schools. In addition, many faculty in this program are personally involved in specific schools as mentoring program advisory council members, volunteers, site planning members, district committee volunteers, etc.

Special Education faculty have offered considerable expertise to local district programs. Again, faculty have offered in-service training for special and general education teachers about a variety of teaching/learning strategies. Faculty from this department have worked with teachers and special education directors across Minnesota concerning issues of sexuality education and students with disabilities.

Child and Family Studies faculty have provided expertise to schools and other programs that provide services to young children and their families on topics ranging from cyclical grieving, inclusion of children with disabilities into literature, assessment and evaluation of programs for young children and their families, diversity issues in dealing with young children to fathering programs and public awareness campaigns.

IV.

HIGHLIGHTED PROJECTS

A. TALAHI PDS

Program **Talahi Professional Development School 2000-2001**

Partners Talahi Elementary School
St. Cloud State University College of Education

Key

Personnel Jan Keaveny, Site Coordinator
Carol Wicklund, Principal
Nancy Bacharach, COE
Virginia Pierce, COE
Beverly Kochman, COE
Gayla Holmgren, Assistant Superintendent, St. Cloud Public Schools

Locations

Collaborative efforts take place both at Talahi and in the COE.

Program Goals

There will be two cohorts at Talahi in fall of 2000. The ITP cohort will involve K – 3 classrooms and begin in August. The 4-6 cohort of undergraduates will begin Spring semester. The goals continue to be synonymous with PDS goals:

1. To prepare future teachers
2. To provide professional development opportunities for all faculty

3. To create an environment for better teaching and learning practice
4. Inquiry and action research focus and opportunities

Program Objectives/Activities

This is the third year of the Talahi/SCSU PDS. Therefore, we continue to strive for improvement in:

Collaborative endeavors which will involve even more participants within the community and across the university.

Mentoring activities: continuation of the successful book buddy program in which students from middle school, high school, university, as well as community members spend time each week with an elementary student.

Talahi and SCSU faculty collaborate to connect theory and practice in providing both the curricula and instruction to SCSU interns.

Evaluation

The evaluation of the PDS has been conducted by an outside evaluator, Rose Shaw, of METRICA in Colorado. She will continue to assess all aspects of the partnership utilizing pre and post tests, teacher and intern reports, student tests, book buddy evaluations etc.

Quantitative Information

Much of the above data is quantitative, including student test scores.

Faculty involved

The entire school faculty is involved at various levels. There are usually about 6 SCSU faculty involved.

Students involved

There will be about 10-16 interns involving the same number of classrooms, and with about 20-25 children per room.

B. NORTH BRANCH TEACHER PREP PROJECT: PDS

Name of Program **North Branch Teacher Preparation Project (TPP)**

Partners St. Cloud State University College of Education
 North Branch Public Schools
 Anoka-Ramsey Community College-Cambridge Campus

Key

Personnel Bev Kochmann, SCSU Faculty Liaison
 Dona Yetter, North Branch Coordinator
 Steering Committee members:
 Bev Kochmann, SCSU Faculty Liaison
 Pamm Minden, SCSU Director of Research
 Dona Yetter, North Branch Coordinator
 Rodney Reissnauer, North Branch Schools Assistant Superintendent
 Doug Allen, Cambridge Campus Dean of Academic Affairs
 Dennis Adam, Cambridge Campus Vice President
 Al Baas, Retired North Branch Schools Assistant Superintendent
 TPP student

Location

This innovative program addresses the reality that rural school districts in Minnesota will continue to be impacted by the shortage of qualified teachers due to retirements and the population growth of rural areas.

All courses offered in this program will be delivered on the North Branch public school campus. The Minnesota transfer curriculum will be offered on the North Branch school campus through Anoka-Ramsey Community College - Cambridge Campus.

The cohort students will transfer their registration to St. Cloud State University at the end of the second year. Students will be expected to meet the SCSU requirements for admission to teacher education. (PPST exam and a 2.5GPA)

The SCSU courses needed to complete the requirements for a BA degree in Elementary Education will also be offered on the North Branch school campus.

Each semester (eight in total) the teacher preparation cohort will have a field experience within North Branch and surrounding public schools. Faculty/students will use these field experiences to make connections from theory to practice. (Ex. Fall 2000 students will take a required special education course. The field experience for that semester will be with a special education teacher.) Students will be given an opportunity to apply their learning each semester as they work with North Branch teachers and students. The hands on experiences within the public school classrooms provide future teachers with a direct link to experience--the reality of teaching. Each student will have the opportunity to work closely with master teachers and have first hand experiences working with different schools, grade levels, and classroom teachers.

Program Goals

1. To develop, revise and refine a collaboratively planned high quality elementary education program of study that includes community college courses, university professional education and required content courses, and 4 years of school-based field experiences and practica.
2. To utilize professional faculty from all 3 partners in delivering coursework, modeling technology, modeling teaching, providing supportive classroom supervision, advising, and student support in an integrated program.
3. To create a cost effective model that can be replicated in other rural communities through SCSU or other MnSCU teacher preparation programs.
4. To address the need for more rural teachers and to produce teachers in rural areas.

Program Time Line

Each Semester	Field Experience course. Co-taught each semester by the SCSU Liaison and the North Branch Coordinator.
Each Semester	Student progress will be assessed through course work by Cambridge Campus and St. Cloud State University
Fall 1999	Students began taking general education courses taught by Cambridge Campus.

Fall 2000	PPST, students are required to take this exam for licensure.
Fall 2000	Begin prerequisite courses Anoka-Ramsey Community 2.5 gpa
Spring 2001	Transfer curriculum will be completed. All courses are taught By Anoka-Ramsey Community College - Cambridge Campus Faculty required College - Cambridge Campus St. Cloud State University
Spring 2002	Apply and admitted to Teacher St. Cloud State University Education (2.5 gpa and PPST)
Spring 2002	Apply to student teach St. Cloud State University (2.75 gpa)
Fall 2002	Apply for graduation St. Cloud State University
Spring 2003	Graduate St. Cloud State University

Evaluation

As a part of this experimental project, students have agreed in writing to allow grant personnel to review past and current educational related records until graduation. At the time of graduation students will be followed as a part of the College of Education follow-up study of graduates. Students will meet the Anoka-Ramsey Community College - Cambridge Campus and St. Cloud State University, and Elementary Education benchmarks such as competencies, grade point average, prerequisite courses, etc. An electronic portfolio will begin as a project assessment tool and ultimately developed into a professional portfolio to take to job interviews. Questionnaires will be given to teacher preparation students and cooperating teachers during each semester. Information gained will be examined and the program may be modified accordingly. The cooperating teacher at the end of each field placement will evaluate students. Students will also evaluate the cooperating teacher. An outside evaluator will evaluate the project to determine if the project goals are met.

Quantitative Information

The three partner institutions began planning this project in the spring of 1999. During the summer of 1999, a pilot was selected through an application process. These students made a four-year commitment to completing school based field experiences for 4 years, a Minnesota transfer curriculum program offered by the

Cambridge campus, and the SCSU courses required for elementary teacher preparation.

Faculty

12 courses taught by Cambridge Campus faculty

33 courses taught by St. Cloud State faculty

28 North Branch and surrounding area public school teachers working with a different student for eight semesters

Students

28 students from the North Branch area include four males and 24 females ranging in age from 18-50. Approximately 1/3 of the students claim North Branch as their home; the others are from surrounding communities (Pine City, Big Lake, Cambridge, Isanti, etc.). The cohort includes four recent high school graduates, a paramedic, 11 paraprofessionals working in school districts, and one college graduate.

C. INTERDISCIPLINARY (GRADUATE) TEACHER PREPARATION

Name of Program

ITP: Interdisciplinary Teacher Preparation

Partners

St. Cloud State University College of Education
SCSU Lindgren Child Care Center
Talahi Elementary School, District 742, St. Cloud
North Junior High School, District 742, St. Cloud
Apollo High School, District 742, St. Cloud

Key

Personnel

Nancy Bacharach, Ph.D.
Professor, Elementary Education
Department of Teacher Development

Paula Bradfield-Kreider, Ph.D.
Associate Professor, Secondary Education

Department of Teacher Development

Robin Hasslen, Ph.D.

Associate Professor, Early Childhood Education

Department of Child and Family Studies

Jerry Wellik, Ph.D.

Professor, Special Education

Department of Special Education

Niloufer Merchant, Ph.D.

Associate Professor, Family Counseling

Department of Educational Research

Locations

The 18 member cohort is highly field-based with half of their time on-site in one of 4 schools. University classes will be taught either on campus or on site depending on whether they are grade level specific or involve the entire cohort.

Program Goals

This interdisciplinary, post baccalaureate 15 month Master of Science in Interdisciplinary Teacher Preparation (ITP) will provide an opportunity for a cohort of 18 students to attain a teaching license (in Early Childhood Education {birth – 3rd grade} or Secondary {grade 5 – 12}) within the context of a masters degree. To better meet the needs of today's diverse and complex classrooms, the graduates of this program will acquire appropriate knowledge, skills, and dispositions in special education, parent and community relationship building, second language learners (SLL) and diversity through an inquiry based approach to education. Coordination and delivery of the program will be provided by an interdisciplinary team of faculty representing birth through grade 12, special education, human growth and development, educational psychology, curriculum and instruction, and educational foundations. The 15 month program will be heavily field-based with students spending the school year in public school classrooms in addition to classes at the university.

Program Objectives/Activities/Features

Integrated technology: Since no program can adequately prepare teachers for diverse classrooms without creating a vehicle for faculty and students to actually learn from and about diverse learners and their families and communities, we will have electronic connections with partner communities in several locations around the state, nation, and world – schools, programs, and communities committed to educational equity for all learners. Participants will leave with an electronic portfolio documenting their journey towards and highlights of multi-culturally competent teaching.

Interdisciplinary: Core courses will be provided for all students with grade-level breakout sessions, all of which are delivered by a collaborative team of school and university educators.

Multicultural competence: The skills, knowledge and dispositions that are required for multi-culturally competent teaching will undergird all coursework, field experiences, and parent and community interaction. Additional emphases will be placed on Second Language and Special Education learners.

Cultural immersion: In the May 2001 inter-session, students will have the opportunity to live and work in diverse settings regionally, nationally, and internationally to learn about living in regions in which the dominant culture is other than their own. Settings will include areas such as certain neighborhoods within the Twin Cities, tribal lands locally and nationally, the Latino community in Willmar, migrant communities, and the interior of Mexico.

Learning Community: Students will be connected with the aforementioned faculty team and a team of teachers from one of four schools over the entire program, creating a community of scholars.

Evaluation

Cohort members will complete pre and posttest surveys on INTASC standards, Self-Efficacy, and Multicultural Competence. Ongoing evaluations will take place in the form of reports and interviews and student work which will be recorded on individual electronic portfolios. Longitudinal assessments will continue as graduates are followed into the field. School site faculty will

complete surveys related to collaboration and cooperative teaching. All faculty will keep reports of professional development. A doctoral candidate will be analyzing assessments for her dissertation work in the area of multicultural competence.

Quantitative Information

Much of the above data is quantifiable.

Faculty involved

SCSU: Nancy Bacharach, Elementary Education; Paula Bradfield-Kreider, Secondary Education; Robin Hasslen and Ming Chi Own, Early Childhood Education; Jerry Wellik, Special Education; Ramón Serrano, Elementary Education; Niloufer Merchant, Educational Research and Counseling.

Lindgren Child Care Center: Deb Carlson, Director; Lucy Lang, Amy Krystosek, and Dennis Mergen, Teachers.

Talahi Elementary: Jan Keaveny, Site Coordinator; Ruth Johnson, Kirsten Bechtold, Brenda Thielen, Sandy Dahlager, Judy Rotto, Nancy Farb, and Sue Moilanen, Teachers; Sara Falk, Media Specialist; Stacie Vos, EBD Teacher, Carol Wicklund, Principal.

North Junior High: Pat Welter, Principal; Julie Samuelson, Site Coordinator; 4 teams of teachers.

Apollo High School: Cooperating Teachers as yet undesignated.

Students involved

There will be about 45 pre-kindergarten students, about 160 elementary students, numerous middle and high school students involved.

D. TEACHER OF COLOR PROJECT

Name of Program	Teachers of Color Project A professional education licensing program to recruit and educate people of color
Partners	St. Cloud Area School District 742 St. Cloud State University
Key Personnel	Les Green, Director, Office of Cultural Diversity, St. Cloud State University Betsy G. Mahowald, Assistant Director, Office of Cultural Diversity, St. Cloud State University Vusi Kumalo, Diversity Coordinator, District 742
Location	Students take courses at St. Cloud State University working toward licensure. Newly licensed graduates work for two years in District 742 if offered a position.
Program Goal	To create a pool of licensed teachers of color in the areas of Early Childhood, Elementary and Secondary Education from which area school districts can select faculty.
Program Objectives	Develop positive adult role models for students of color in their own racial background so they develop a strong, positive self-concept. Develop opportunities for all students to form relationships with and learn from teachers of color to prepare them for a bigger world. Develop a more inclusive curriculum and promote diversity within the respective institutions, especially in the area of recruitment and retention of teachers of color.

Evaluation

The academic progress of each student will be evaluated using standard university procedures (e.g. grades, progress toward graduation, course requirements in major field, etc.). In addition, program evaluation will occur by an annual survey of the participants, the teacher mentors, and employers of the participant. A survey is being developed and will be for all education graduates and will be coded to get survey information from Teachers of Color Participants.

A focus group will also be conducted annually or bi-annually by the Dean's Office to obtain information on: general comfort level of the participants; quality of advising in the areas of support services and activities; general tone of the program; reaction of the teacher mentors and employers; the perception of the community. The advisory council will advise in the development of the survey instrument, review the results, and modify the program when needed to make improvements.

A mid-year report and final summary report will be submitted to the Minnesota Department of Children, Families and Learning (which provides funding for this program), and District 742.

Quantitative Information

# of Faculty involved	50 professors (approx.) teaching and/or advising
# of Staff involved	2 staff
# of Students involved	16 students

Nine new teachers of color graduated this year (1999-2000) in the Teachers of Color program, five of whom already have contracts with District 742 and the others will probably be hired by districts within the proposed consortium described below.

Other Pertinent Information

Most school Districts in Central Minnesota serve an area with a mostly white population, however, the growth rate among minority population groups has been increasing and shows no signs of diminishing.

A proposal was submitted on May 19, 2000 to the Dept. of Children, Families & Learning to fund an expansion of the Teachers of Color collaborative project with District 742 to develop an area-wide consortium, entitled: *the Central Minnesota Teachers of Color Consortium*. That focus was determined because of the success of the pilot with District 742, by examining the community, and by listening to people with concerns about the need for teachers of color in the area's schools.

The project being proposed will address diversity issues, and manage and guide the teacher licensure process that occurs with people of color at St. Cloud State in collaboration with seven area school districts. The following seven school Districts in Central Minnesota have joined together to form a consortium:

District	1999 Student Enrollment	Total Minority
District 735 (Albany)	1,656	19
District 726 (Becker)	2,050	36
District 738 (Holdingford)	1,091	7
District 750 (Rocori)	2,330	36
District 742 (St. Cloud)	1,015	898
District 748 (Sartell)	2,567	56
District 47 (Sauk Rapids)	3,478	89
Total	24,187	1,141

This request will provide support for both participants already admitted and those new to the Teachers of Color Program (estimate total of thirty students for 2000-2001). Applications and brochures will be available at all consortium school sites and many departments at St. Cloud State. Participants will range in age from twenty years old to non-traditional students of any age. Participants will represent a wide range of racial and ethnic backgrounds. Once the consortium is established, the project should generate 30-40 new teachers of color per year for placement in Central Minnesota schools (to date there have been 4 to 10 graduates per year).

E. SAUK RAPIDS DIVERSITY PROJECT

Name of Program	Schools for a Changing World
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Partners Sauk Rapids /Rice School District 47 & College of Education

Key

Personnel Greg Vandal, Superintendent Sauk Rapids Rice School District 47
Les Green, Director Office of Diversity College of Education

Location

Classes took place at the Sauk Rapids High School

Program Goals

1. To collaboratively provide a 10 credit professional development program, through St. Cloud State University, at the graduate level for teachers and other school staff who would like to receive an educational “certificate” or specialization in the area of educational diversity.
2. To develop a certificate or specialization that will allow participant to combine formal and applied learning opportunities.
3. To support the development of a variety of curriculum components that will be utilized by the school staff and evaluated through collaborative action research.
4. To provide, within two years, a cadre of public school staff who will serve as assets and/or resource persons in their own specific school buildings and within their own communities.
5. To develop a model for providing district based collaborative professional development that can be expanded to additional partnership sites.

Program Objectives/Activities

The vision is to raise the first discrimination-free generation through the transformation of a school district into a place that is culturally responsive in both its teaching and its leadership.

A cohort of teachers, media coordinators, school counselors, administrators and a school board member gathered together to identify needs for themselves, their schools, the district and the community.

Through utilizing SCSU faculty, district personnel and various community experts the cohort has engaged in this project of opening their eyes and their ears to life experiences previously unsought of or unfamiliar to them. The uniqueness and the impact of the project experiences rest in the personal interactions of the people who came to help the cohort see life through a different set of lenses.

Local resource people

Nationally known resource people.

Traveling to the Holocaust Museum

Visiting an Out for Equity project in St. Paul, MN.

They have engaged in thinking, discussions and experiences around racism, racial/cultural identity, white privilege, anti-Semitism, able-ism, and sexual orientation, to name a few. Today, with their new understandings, the cohort is engaged in developing projects that will impact the culture of our schools and communities.

Evaluation

The ability to formulate the cohort in the school district

Ability of the cohort to do a district needs assessment

Perception of local and experts relative to how they view the responsiveness and openness of the cohort members

Quantitative Information

No. of faculty (from which partner) involved

One SCSU-COE staff

Number of students involved (describe)

A cohort of Sauk Rapids/Rice pre-K through 12 teachers, media coordinators, school counselors, administrators and a school board member. Total of 45 people have participated in the project 20 for the entire 10 credit experience

Resource People

Peggy McIntosh: White Privilege

Victor Lewis & David Christensen: Color of Fear
Ian Mcgillivray: Experience of a Gay student in SRR high school
South African Youth Group
SRR High School Cultural Awareness & Racial Equity Group
Robert Johnson: Minority Studies
Luke Tripp: African Americans in America
Geoffrey Tabakin: Jewish Community Issues
Mildred Benjamin & Mary Winkowski: Nay Ah Shing School
Sudi Hofmann: Gender Issues in the classroom
Linda Radin: Holocaust History
Niloufer Merchant: Racial Identity Development
Tracy Ore: GBLTQ issues
James Lowen: Lies My Teacher Told Me
Buster Cooper: Need for Community Change
Karen Thompson: Disability and power issues
June Parrot: Impact of Harassment, The world through my eyes
Michael Davis: African American Psychological development and Curriculum issues
Julie Andrzejewski: Education and Social Justice

Dr. James Lowen (Author of Lies My Teacher Told Me).



Dr. James Lowen reviewing text book with Sauk Rapids Rice social studies teacher, Dr. Loewen was extremely useful as a resource. His presentation was to the Sauk Rapids teachers, the school board and cohort.

Dr. James Loewen with Chris Mcdermid,
Cohort member from SRR Elementary
School.



Dr. Loewen
meeting with
SRR Cohort
after an open
presentation to
the school
personnel and
public.

F. RITE, RURAL INTEGRATION OF TECHNOLOGY INTO EDUCATION

Name of Program

Rural Integration of Technology into Education (RITE)

3 Year Grant- USOE, PT3 Grant

\$ 463,200 /year

Address <http://www.stcloudstate.edu/~rite>

Partners College of Education, St. Cloud State University
 College of Education, Minnesota State University: Mankato
 College of Education, Winona State University
 College of Education, Southwest State University
 Mn State College & University System Office
 Apple Computer
 Public School Sites working with the 4 Universities

Key

Personnel David Rogers, Project Director
 Pamm Minden, Fiscal Director
 Phil VanFossen, Project Evaluator
 Sue Maddux, Project Analyst
 Bryan Miyagishima, SCSU Site Coordinator
 Scott Miller, SCSU Site Coordinator
 Jim Reineke, Winona Site Coordinator
 Ali Rezaei, Minnesota State University: Mankato
 Linda Jagelio, Southwest State Site Coordinator
 Pamm Wanga, MnSCU Education Facilitator
 Jean Michelson , Apple Computer Higher Ed Rep.

Location

Each of the 4 partner institutions conduct the teacher preparation activities on their campuses and in collaboration with public schools. Once each year all four institutions will come together for faculty and their school partners to share outcomes of project activities. (first collaborative conference is scheduled for September 22, 2000.)

Program Goals

1. To collaboratively infuse technology into 4 Mn State College and University (MnSCU) teacher preparation programs in ways that will ensure student mastery of technology competencies and standards endorsed by ISTE, INTASC, NCATE, Mn

Board of Teaching, MnSCU and individual professional organizations and institutions. (Student Competencies)

2. To develop and provide a variety of relevant and up-to-date professional development activities that will support State University faculty in developing their own technology skills and abilities. (Faculty Development)
3. To ensure that appropriate technology use will be systematically infused in a variety of courses to enhance the educational experience and provide benefits for the teacher(s) and student(s). (Curricular Reform)
4. To cooperatively create rural field placements with area schools to ensure student will be supported when incorporating appropriate technology in their field experiences (including student teaching), as well as to ensure the sharing of new technologies and related strategies by the student teacher with the reciprocal mentors. (Rural Field Placements)

Objectives/Activities

Student Competencies:

- *Developing skill evaluation instruments to be given to beginning teacher education students.
- *Electronic Portfolios
- *Field Experience Survey
- *Field Experience Activities
- *Reciprocal Mentoring Activities

Faculty Development

- *Mini-grants for curricular revision and course development activities
- *Faculty Development Workshops
 - digital portfolios
 - Apple activities
 - Skill development activities

Curricular reform

- *Collaborative review of NCATE, ISTE, BOT Standards, each campus complies in own way. Share information
- *Mini-grant proposals
- *Programmatic reviews per licensure program

Rural Field Experience

- *Workshops for faculty from cooperating schools (tech skills)
- *Surveys of what's available in schools
- *Workshops for faculty in cooperating schools about ways to work collaboratively with the students in reciprocal mentoring efforts
- *Follow up of rural teachers who complete the prep program