IGNITE
The Teacher Preparation Initiative

Teacher Preparation Initiative
Collaboration Structures

Vision: *The Teacher Preparation Initiative (TPI) will maximize teacher effectiveness and increase student achievement by transforming and strengthening teacher education through collaborative partnerships between SCSU and P-12 school districts.*

The Teacher Preparation Initiative represents a transformation of all teacher preparation programs from the ground up, with as many stakeholders as possible. Our approach has been to create Collaboration Structures that include faculty, staff and administrators from across the University and P-12 school districts. A list of current members of our Collaboration Structures is available on our website: www.stcloudstate.edu/tpi. See "**Principles for Populating TPI's Coordinating Team and Working Groups**" for more information on how these groups are populated. These structures are briefly described below:

Coordinating Team: This group is tasked with ensuring milestones are met, recommending priorities for the project, developing/approving the initial charges, deliverables and timelines for other Collaboration Structures, and ensuring that resulting recommendations align with the vision of TPI. See "**Roles and Responsibilities of Coordinating Team Members**."

Working Groups: The members of all Working Groups represent existing structures (departments, offices, committees, schools, licensure areas, etc.) to provide a communication bridge, provide a structure for sustainability, and not duplicate existing efforts at SCSU and in P-12. See "**Roles and Responsibilities of Working Group Members**."

There are 5 Working Groups: Recruit and Admissions, Prepare, Support, Technology and Assessment.

These groups are charged with developing recommendations in the form of proposals based on their charges. See "**Teacher Preparation Initiative Proposal Process**" for a graphic description of this process.

Focused Teams: The FTs are groups composed of SCSU and P-12 partner district members with specific expertise needed to complete specific charges and tasks focused on a singular area of teacher preparation within the Teacher Preparation Initiative (TPI). These could also be described as sub-groups of the Working Groups. Ideally, these groups will be small, consisting of 3-7 members. See "**Focused Team Processes**" for further information about the role of Focused Teams and the population procedures. Also see the '**Focused Team Graphic**" for a flowchart that represents these processes.

Teacher Preparation Initiative Decision-Making Process

Vision: *The Teacher Preparation Initiative (TPI) will maximize teacher effectiveness and increase student achievement by transforming and strengthening teacher education through collaborative partnerships between SCSU and P-12 school districts.*

The Teacher Preparation Initiative (TPI) at St. Cloud State University has focused on collaborative partnerships across the many departments and offices that support teacher education at SCSU, as well as between SCSU and P-12 school districts. Members from all three groups of stakeholders (Pedagogy, Content, and P-12) are involved in all of the Collaboration Structures. In order to sustain this engagement, two new university structures were created at SCSU:

Teacher Education Advisory Council: TEAC involves representatives from all the programs, licensure areas, and other stakeholders involved in teacher education at SCSU as well as representatives from our P-12 partner districts. The involvement of all of these different stakeholders in the process of making recommendations regarding teacher education is truly transformational. See "**Teacher Education Advisory Council**" for charges and membership of TEAC.

Executive Teacher Education Advisory Council: ETEC has been created to provide a forum for input on decisions related to teacher education that includes Deans from all of the teacher licensure programs at SCSU as well as partner district Superintendents. See "**Executive Teacher Education Council**" for charges and membership of ETEC.

In order to bring forth recommendations from TPI, a process for decision-making was identified. A schematic of this process is outlined in "**TPI Decision-Making Process."**

The steps are as follows:

1. A recommendation based on the charges assigned to the group (Working Group, Task Force, and Focused Team) that is grounded in literature, data and best practice is developed. This recommendation will take the form of a proposal, based upon a template developed by TPI.
2. If the proposal is created by a Focused Team, it will go to the group that created that Focused Team (either a Working Group or the Coordinating Team.) All proposals from the Working Groups go to the Coordinating Team.
3. The Coordinating Team identifies whether or not the proposal fulfills the charges of the group, meets the TPI Milestones, aligns with the TPI vision, and is grounded in literature, data and best practice.
4. The proposal is made available to all stakeholders via the TPI website.
5. The proposal is brought to TEAC to gather feedback from all stakeholders in teacher education. The proposal is provided 2 weeks before the meeting to provide opportunities for TEAC representatives to gather feedback from the groups that they represent.
6. The proposal, with any comments from TEAC, is brought to ETEC.

7. Proposals that affect primarily P-12 are brought to Partnership Meetings which consist of all TPI Partner district Superintendents, additional district leaders, TPI Director and P-12 liaison, the SCSU SOE Dean and an Office of Clinical Experience representative..

8. A plan of action, including a plan for operationalizing the content of the proposal, is developed. This could include creating a Focused Team to develop an action plan.

9. Final recommendation with action plan follows steps 4-7.

10. Final recommendation with action plan is brought to decision-makers:

    a. Curricular recommendations will go to departments.

    b. P-12 recommendations will go to Superintendents.

    c. Other decision-makers could be Unit Head, Provost/President, Directors of Offices, Admissions, etc.

In addition to these steps, additional opportunities to engage/gather feedback from stakeholders may occur through email, website, open forums, etc.

Principles for Populating the Teacher Preparation Initiative's Coordinating Team and Working Groups

President Potter made a decision to pursue a Bush Foundation grant opportunity to reform teacher preparation programs at SCSU. A Leadership Team of faculty and staff members was assembled to develop a grant proposal. The Bush Foundation selected SCSU as one of the institutions to participate in the 10 year initiative to redesign and implement teacher preparation programs. The president assigned the work of defining a process and creating an organizational structure to an expanded group of the original Leadership Team. The new Coordinating Team has worked to develop partnerships with six local P-12 school districts and to create a set of Working Groups to address Recruitment, Preparation, Support, Assessment and Technology related to teacher preparation programs at SCSU. As the University begins the third phase of this project to assign Working Group responsibilities that will lead to the redesign of our teacher preparation programs at SCSU it is the desire of the administration to create a transparent and inclusive approach to adding new members to the Coordinating Team and to populating the five Working Groups while still reserving the right to assign work on this project to specific individuals.

Principle 1: Members of the Coordinating Team will serve as a result of the positions they hold, either in the university or in the TPI structure. The coordinating team will include the Facilitators selected by the Working Groups

Principle 2: Working Group facilitators will be selected based on the recommendations of the members of the work group. Each group may choose election or some other equitable process.

Principle 3: Where a representative of an academic program or department, existing committee or an administrative office is to be selected, existing processes should be used to recommend their representative to the Dean of the College of Education. The dean will appoint the representative to the Working Group. The representatives of academic and administrative units will serve as communication channels between the TPI organization and their home units

Principle 4: P-12 partnership members on the Working Groups will be selected through a process created by partner superintendents.

Principle 5: Gaps in Working Group membership can be identified by the Working Group members and recommendations made to the CT to fill these gaps using the existing processes for selecting Working Group members.

Principle 6: Recommendations concerning possible changes in the curriculum related to teacher preparation will go to the appropriate administrative and shared governance groups who will review and make recommendations consistent with various collective bargaining agreements.

October 5, 2010

Roles and Responsibilities of Coordinating Team Members

CT All:

- Review working group's plans/reports/recommendations
- Ensure milestones are met
- Recommend priorities for project
- Budget review and recommendations
- Liaison to departments/college/school district(s)
- As appropriate, serve on subgroups of CT
- Review and comment on Agenda's
- As appropriate, provide feedback on documents/processes produced by CT members

Preliminary Behavioral Norms:

- Attend/participate/prepare for all CT meetings/retreats/functions
- Participate in ongoing communication/review of all relevant materials
- Timely follow-up after meetings
- Responsible to get info from other members if a meeting is missed-before the next meeting.
- Get agenda out 3 days early

Teacher Preparation Initiative (TPI) Working Group Members

Roles and Responsibilities

- Attend and participate in Working Group (WG) meetings, either in person or remotely via technology
- Produce a Work Plan for the completion of your WG Milestones
- Follow the Guiding Principles in your work
- Liaison with the committee/department/office/district you represent
- Identify and consult with groups/people whose input is needed
- Make recommendations regarding your Milestones

Communication

- Every Working Group will have a different meeting schedule based on charges and Work Plan
- BaseCamp for sharing and commenting on documents
    - https://stcloudstateuniversitytpi.basecamphq.com/login
- Meetings can utilize Adobe Connect for meeting in remote locations

Meeting Norms

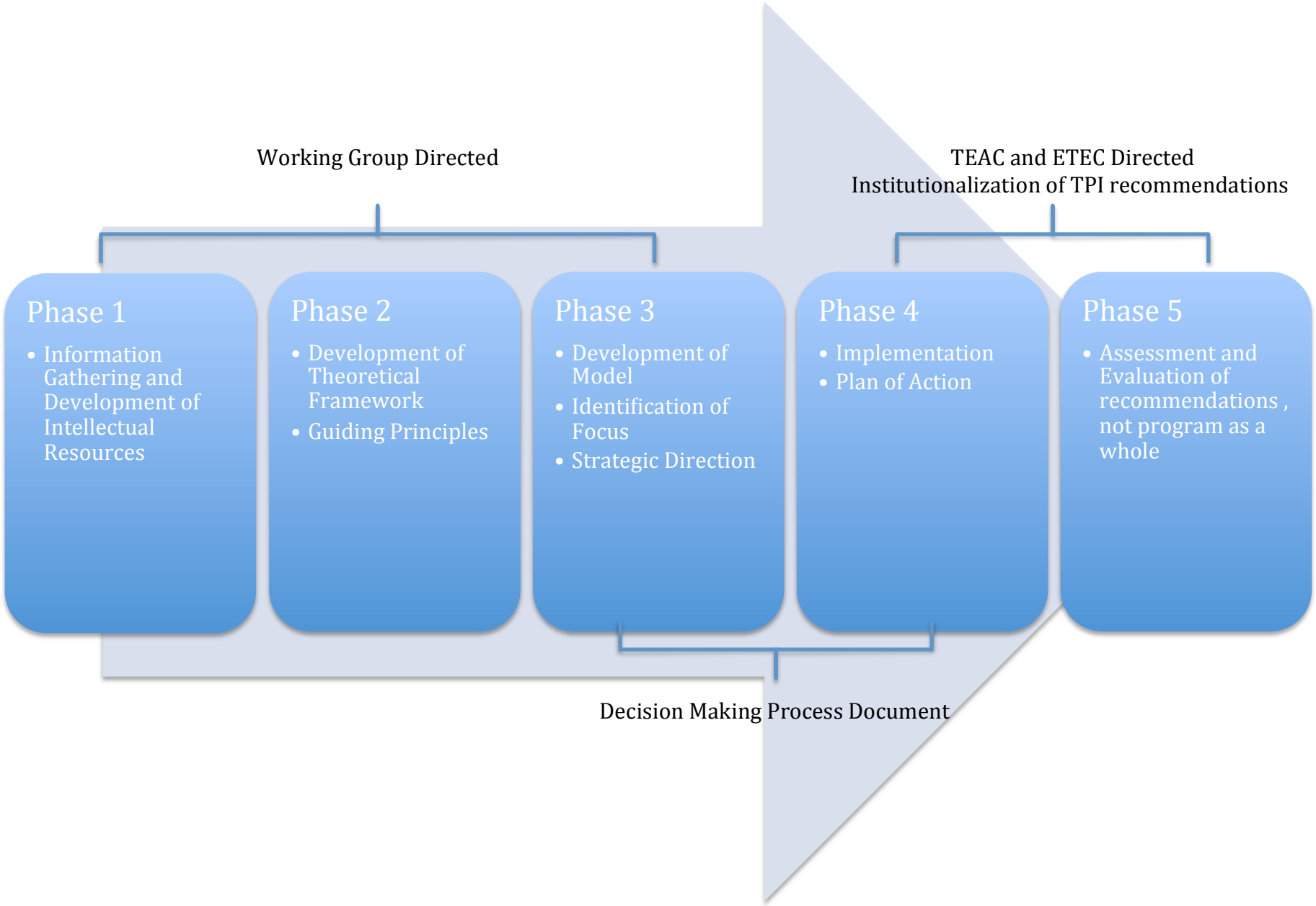
- Each Working Group will determine Norms for their meetings, eg:
    - Cell phones off, computers closed
    - Start, return on time
    - Respectful, balanced conversation
    - No side discussion
- Outside professional facilitators for meetings can be provided

Compensation

- Up to $500 in TPI Development Funds per semester
    - Pro-rated based on attendance and work completed

Exhibit I.5.g.2: TPI Structure and Process

Teacher Preparation Initiative Proposal Process



Draft 2/14/12 BK

Last updated 7/17/12

Focused Teams: Processes, and Roles

This document is about Focused Teams ("FT"). It identifies new procedures that complement the "*Principles for Populating the Teacher Preparation Initiative's Coordinating Team and Working Groups*"

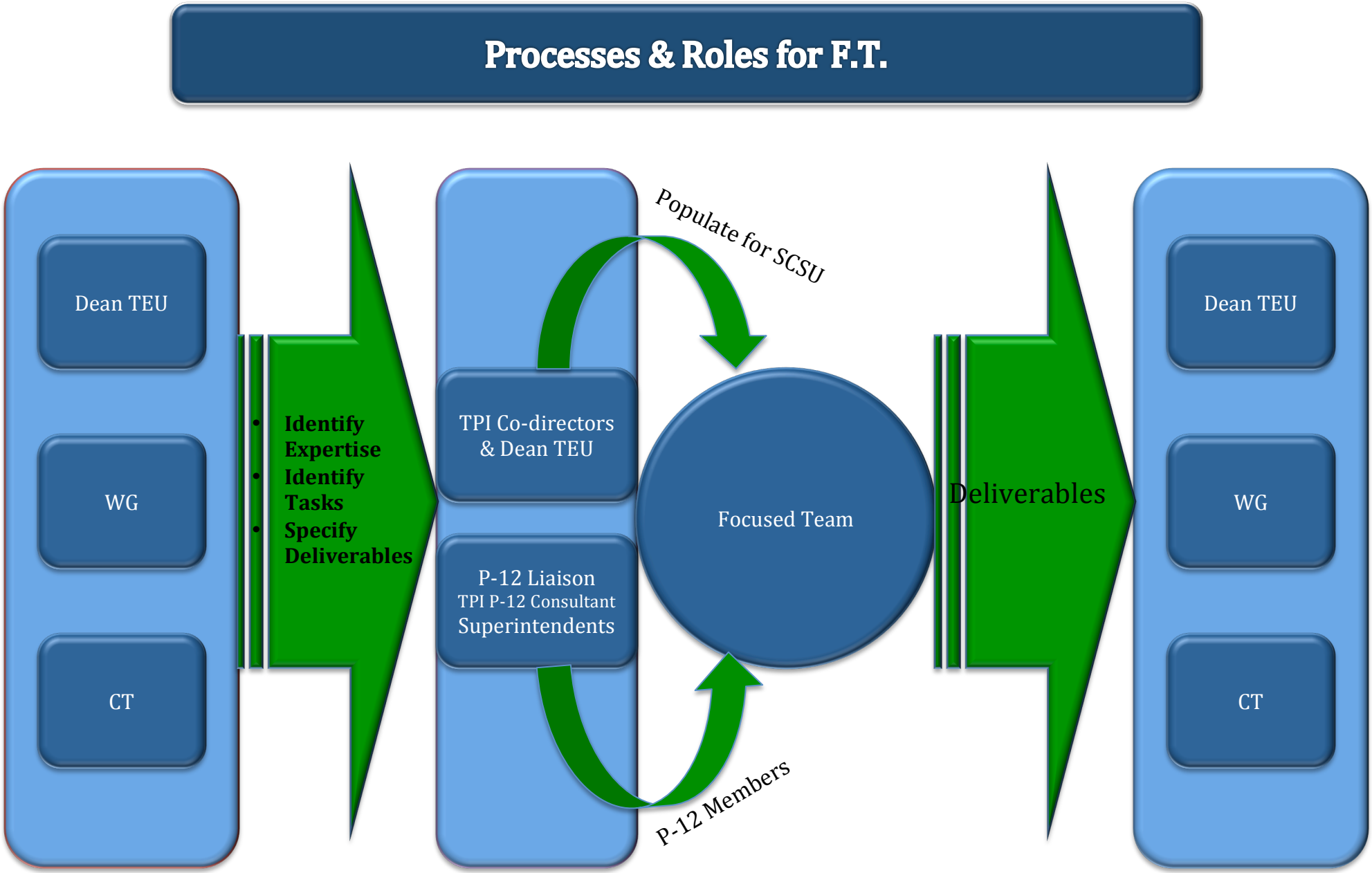
- Focused Teams ("FT") are "Collaborative Structures" that emerged from the transition processes in TPI.

- The FTs are groups composed of SCSU and P-12 members with specific expertise needed to complete specific charges and tasks focused on a singular area of teacher preparation within the Teacher Preparation Initiative (TPI). These could also be described as sub-groups of the Working Groups. Ideally, these groups will be small, consisting of 3-7 members.

- The process of forming the FTs (based on the current decision-making structures from TPI):
  - WGs (of related and relevant charges) identify tasks, and expertise needed to complete the charges of the FTs. Expertise would be defined as having significant experience in the area of focus.
  - Dean of the School of Education as the Unit Head of the Teacher Education Unit (TEU) and TPI Co-Directors will populate the SCSU members to FTs based on expertise. TPI P-12 Liaison and John Haas (P-12 Consultant) will follow principle 4 from the WG document regarding P-12 membership of FTs based on expertise.
  - The Dean of the SOE assigns the FTs the development of recommendations (proposals) based on their charges.
  - One member of the Working Group will chair the FT.
  - The Coordinating Team can identify FTs to address charges that were not assigned to Working Groups. For example, institutionalization of broader P-12 voice in teacher education at SCSU, or placement of our candidates in teaching positions. Dean of the SOE can also create FTs to address implementation of approved TPI proposals at SCSU.

- The body or group that "forms" a FT will determine the type of deliverable (product) that should result from its work (e.g., report, proposal, etc.) The FTs develop recommendations regarding their charges and bring to the WG/ CT /Dean, based on how they were created. The WG will vet the recommendations (proposals) from their FTs and bring to the CT. The CT and Dean will vet the recommendations from their FTs. Proposals will follow the TPI Decision Making Process.

Exhibit I.5.g.2: TPI Structure and Process



SCSU-TEACHER EDUCATION ADVISORY COUNCIL (SCSU T.E.A.C.)

PURPOSE: The purpose of the St. Cloud State University (SCSU) Teacher Education (Unit) Advisory Council (TEAC or Council) is to provide a venue for communication among the various teacher preparation and certification programs at SCSU. In this capacity, the TEAC deliberates and shall make recommendations for the continuous improvement of the teacher education programs at SCSU. The Council's input and recommendations shall be forwarded to the Teacher Education Unit Head who is designated by the University President and the Provost and Vice-President of Academic Affairs.

CO-CHAIRS: There shall be at least two Council Co-Chairs. The School of Education (SOE) shall hold a permanent co-chair seat while the other Colleges and Schools shall hold the other co-chair position. Ideally, there would also be a third co-chair from P-12.

CHARGE OF THE COUNCIL:
The charge of the Teacher Education Advisory Council is to deliberate on all matters relating to teacher education programs at SCSU. Council's actions shall be purposeful and pointed toward the development, outreach and improvement of all University programs through the use of data, evidence, or assessment information provided by the Unit. The Council will make recommendations to the Dean of the School of Education, and work on tasks identified by the Deans' Teacher Education Council as well as the P-12 Advisory Council. The charge includes but not limited to the following:

1) Develop recommendations for revising the Conceptual Framework of the Teacher Education Programs to better align with mission, vision & core values of SCSU;

2) Seek and integrate P-12 voices which will be an integral part of decision-making in teacher preparation.

3) Review and comment on curriculum proposals related to teacher education;

4) Provide direction concerning a coordinated system of academic advisement for SCSU students seeking any of the teaching certifications in the Institution;

5) Assist in coordination of other University programs that directly impact the accreditation or approval of the Teacher Education Programs at SCSU.

6) Consider and provide input concerning Teacher Preparation Initiative (TPI) and other initiatives such as Teacher Performance Assessment;

Term Limits: Each member will serve on TEAC for 3 years. People who serve a 3-year term could be re-elected. Membership renewal has to ensure representation of all the licensure areas below mentioned. The rotation will be staggered so that 1/3 of the membership would be reappointed each year.

This council will hold general meetings at least twice a month.

COUNCIL MEMBERSHIP:
Membership on the Teacher Education Advisory Council shall be appointed, approved or accepted by the Provost & Vice President of Academic Affairs, upon the recommendations of the Executive Teacher Education Council, Departments and program areas offering courses within the teacher preparation programs and the Faculty Association. Representation of all licensure areas on the council shall be as follows:

College of Liberal Arts (7 faculty representatives or more, selected by each licensure area or program, each one representative. Each one of these representatives will have voting representation):

1. Foreign Language-
2. Art
3. Music
4. Communication Arts and Literature
5. Teaching English as a Second Language (TESL)
6. History
7. Sociology

College of Science & Engineering (6 or more faculty representatives selected by each licensure area or program):

1. Biology
2. Chemistry
3. Physics
4. Earth and Atmospheric Science
5. Mathematics
6. Technology Education

If Licensure areas are through different departments, they should select one representative from the licensure program.

School of Health & Human Services: (1 faculty representative selected by each licensure area or program)

1. Health & Physical Education (HPE)

School of Public Affairs (3 faculty representative selected by the licensure area or program):

1. Social Studies (three concentration areas: Geography, Political Science, and Economics)

School of Education (6 faculty representatives selected by each licensure area or program):

1. Child & Family Studies-
2. Information Media-
3. Special Education
4. Teacher Development- (Elementary)
5. Teacher Development (Secondary)
6. Education Administration

Other members include:

Office of Clinical Experiences representative

Teacher Education Unit Assessment Director
SOE Student Services representative
Counseling and Community Psychology department representative
Human Relations department representative
TPI Co-Directors (until TPI changes)

Representatives from focus areas for teacher preparation:
Global/International education representative selected by SOE Global Education committee
Diversity representative Faculty & Staff of Color Caucus
Technology representative selected by the SOE Technology committee

Students: 2 representatives: Undergraduate & Graduate candidates selected from Student Advisory Councils, who will be selected annually.

School Districts- (3-6) representatives selected by the P-12 Advisory Council

P-12 Advisory Council
Consists of P-12 staff development personnel/staff that can funnel P-12 voices to TEAC. Representatives from this group would serve on the TEAC. This group would not be limited to 6 partner districts.[1]

Footnote: 1. A document, similar to the SCSU TEAC and ETECdocuments, will be created identifying the roles and responsibilities of the P-12 Advisory Council.

EXECUTIVE TEACHER EDUCATION COUNCIL

PURPOSE: The purpose of the Deans Education Council is to provide an opportunity for all the SCSU deans to communicate and strategize support mechanisms for all teacher education programs in the Institution. To this end, the deans shall meet regularly to address issues facing teacher education among the various teacher preparation and certification programs at St. Cloud State University (SCSU). The Council will account for direction and sustenance of programs to ensure the viability and continuous improvement

CHAIR: The Dean of Education shall serve as the chair of the Council. Co-Chairs can be appointed as deemed appropriate by Council members.

CHARGE OF THE COUNCIL:
The charge of the Deans Education Council is to deliberate on all matters relating to teacher education programs at SCSU. Council's actions shall be purposeful and pointed toward the improvement of the education unit through the use of data, evidence, or assessment information.

The charge includes but not limited to the following:

1) Review recommendations from departments and the TEAC regarding the Conceptual Framework of the Teacher Education Programs and its alignment with institutional mission, vision & core values;

2) Provide direction concerning a coordinated system of academic advisement for SCSU students seeking any of the various teaching certifications in the Institution;

3) Provide support for TPI initiatives to radically transform the teacher education program;

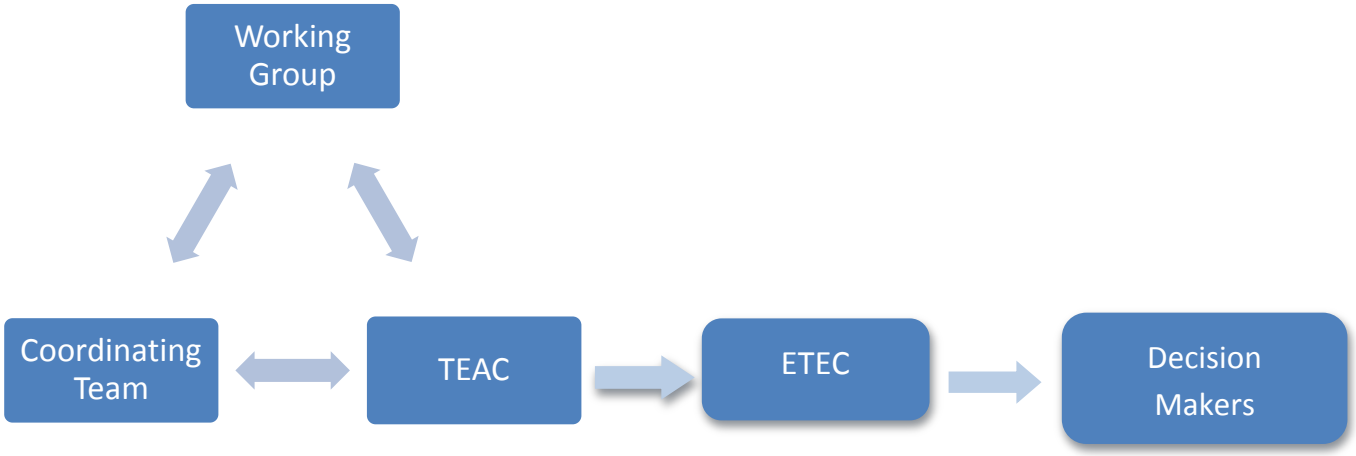
4) Seek and provide appropriate resources to support teacher education unit at SCSU.

5) Provide support for Unit accreditation and state program approvals.

COUNCIL MEMBERSHIP:

1) College of Liberal Arts
2) School of the Arts
3) College of Science and Engineering
4) School of Computing, Engineering and Environment
5) Herberger Business School
6) School of Public Affairs
7) School of Education
8) School of Health and Human Services
9) 3 school district superintendents (one from district 742)

TPI Proposal Decision-Making Process Document



Subject to contractual obligations