

THE TEACHER EDUCATION UNIT AT ST. CLOUD STATE UNIVERSITY
BRIEFING REPORT: INNOVATIONS AND CHANGES 2011

COMPLETED BY FACULTY- AND STAFF MEMBERS IN THE EDUCATION UNIT AT
ST. CLOUD STATE UNIVERSITY

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A MESSAGE FROM OSMAN ALAWIYE,
DEAN OF THE SCHOOL OF EDUCATION

Dr. Westerhof:

Welcome to St. Cloud State University, the School of Education, and the education unit. We are pleased to host you and hope that you have a pleasant day learning about our programs and particularly about our efforts to upgrade already-excellent teacher preparation model. As you know, we have organized meetings with representatives of the university and the teacher education with an eye toward helping you understand our system and its impending changes. Finally, we hope to benefit from your insights regarding our efforts. We especially look forward to exchanging ideas about forging tighter connections between SCSU's education unit and the American Association of State Colleges and Universities.

The visit is organized around this briefing book. When it proved possible, we set up times for conversations between you and the Working Group facilitators that developed the report that you see in the following pages. We have sent you an electronic version of the report linked to report sections. Once more, welcome to St. Cloud State University's education unit.

ORGANIZATION OF THE TEACHER EDUCATION UNIT

The unit is highly effective in the organization, planning, and delivery of all programs that prepare teacher candidates or other school professionals. Consisting of about 110 faculty members representing five colleges and schools - [Education](#), [Health and Human Services](#), [Science and Engineering](#), [Public Affairs](#) and [Liberal Arts](#) - the unit has developed an infrastructure that supports ongoing communication, collaboration, and as will be developed below, the capacity for weighty reform.

Starting during the 2008-2009 academic year, St. Cloud State University's administrators, faculty members, and staffers worked through a reorganization process; via this effort, administrative entities were organized into more focused units. The College of Education became the School of Education in this restructuring, with a much stronger education concentration.

The Dean of the College of Education serves as the unit head and has the authority to make decisions in the unit. The unit head works with deans, department chairs, and faculty members of

colleges, schools, and service units across campus to resolve issues related to the preparation of educators and other school professionals.

Under our reorganized efforts, the School of Education is divided into the following departments, units, and support entities:

- [Child and Family Studies](#)—with the mission of preparing early childhood educators and parent/family development specialists
- [Human Relations and Multicultural Education](#)—with the mission of preparing students to work in a diverse, democratic society, while providing strong support in diversity to teacher candidates
- [Information Media](#)—supports the school’s mission to prepare educators and other professional in instructional design utilizing appropriate, cutting-edge technologies
- [Special Education](#)—with the mission of developing quality special educators and providing support for all education majors in developing strong, positive knowledge, skills, and dispositions supporting full inclusion
- [Teacher Development](#)—supports the school’s mission to prepare top-flight elementary (K-6) educators and, in partnership with academic departments, prepare 5-12 and K-12 professionals
- [Educational Leadership and Higher Education](#)—with the mission of preparing high-quality administrators at the K-12 and post-secondary levels via delivery of post-baccalaureate programs
- [Office of Clinical Experiences](#)—with the mission of organizing, and supporting the clinical experiences of candidates in teaching majors; in addition, OCE is responsible for assisting with the logistics of data management for assessment and accreditation
- Center for Doctoral Studies—charged with the support of SCSU’s doctoral programs, both of which are housed in the SOE; the CDS is jointly administered by the SOE and the School of Graduate Studies
- [Office of Cultural Diversity](#)—with the mission of supporting the recruitment and retention [to teaching majors] of students of color and members of other underrepresented groups
- Student Support—This is a developing aspect of the SOE’s programming, supporting the mission of serving students as a first-contact location and organizing unit operations that

support candidate growth, primarily the [MTLE Center](#) for assisting students with issues related to state testing

The education unit boasts 30 fully-accredited teaching programs, from Elementary K-6 to several programs in the STEM education domain. The chart included as [Appendix “A”](#) includes all accredited programs. To this we can add, a minor in Human Relations and Multicultural Education (the single largest minor on campus) and several non-teaching M.S. and doctoral programs.

The Teacher Education Advisory Council (TEAC)

The SCSU teacher Education Unit has long elicited advice from a panel largely made up of secondary and K-12 representatives; the aim of this Teacher Education Council (TEC) was to facilitate collaboration across the units housing teacher education programs, While this approach worked very well, the TEC had not standing in the university with the end result that members often voiced the opinion that they, at best, provided feedback to the [former] College of Education.

To place more emphasis on collaborative relationships across colleges and schools, Dean Alawiye has proposed a more formal organization, termed TEAC, that would hear and act on all proposed curricular and policy changes in the education unit. The TEAC proposal recognizes an executive committee made up of the deans of colleges and schools supporting education programs. Membership in TEAC would include all education programs, not just those in 5-12 and K-12 programs. Faculty and administrative representatives have greeted Dean Alawiye’s proposal favorably, largely on the basis that it encourages dialogue and collaboration by recognizing the partnerships formally in the institutional structure.

The Teacher Performance Initiative (TPI) consists of an effort to reform teacher preparation at 14 institutions across three states. As such, it is an effort with national implications. Please find an overview of TPI in the following pages.

THE TEACHER PERFORMANCE INITIATIVE

Introduction

The Teacher Performance Initiative (TPI) reform project at St. Cloud State University represents an attempt to transform all programs from the ground up. During the planning process, the effort has been organized into working groups, one each representing recruitment, preparation, support/induction, assessment, and co-teaching. This briefing manual includes reports from the chairs of each group. We especially asked each chair to emphasize the direction that their group will likely take in reforming the university’s teacher education program.

These reports are not official documents because potential reforms have not been formally proposed (in most cases), nor have they moved through the curriculum process. However, we believe that the chairs have a reasonable idea of the program’s future direction. For the sake of brevity, we asked that working group facilitators produce concise reports.

At Saint Cloud State University, preparation of our teacher candidates always meant on campus activities for the programmatic years, consisting of coursework, field experiences and student teaching. It also meant that SCSU faculty members completed most of candidates' preparation, often with minimal P-12 input (beyond that provided by cooperating teachers).

The Teacher Preparation Initiative (TPI) allows for the examination of all aspects of teacher preparation especially including, recruitment, placement and support of candidates—and this over a much longer period of time. We envision a university-wide teacher education program extending to P-12 that, in practice, becomes a P-16 program.

University-wide means that we recognize the contributions of all university instructors to the teacher education process. It also means that the new curriculum will include courses that all teacher candidates will take across licensure areas, including courses specific to each license. We have focused the radical reform of teacher education on collaboration between departments and licensure areas throughout the university. The Bush Foundation has generously provided us the opportunity and tools to better assess the effectiveness of our graduates, to use these data to support them in the field, and to close the feedback loop for program improvement.

TPI Background and Vision

Contextual information and background material have been laid out below. We also briefly lay out the organization of the reform effort.

- The Teacher Preparation Initiative (TPI) is a 10-year, 4.5 million dollar grant focused on new teacher preparation and support. It was first funded in January 2010.
- Saint Cloud State University was one of the [fourteen institutions](#) that received a grant from the Bush Foundation to support a radical change in teacher preparation. The Bush Foundation will invest \$40 million dollars over the next ten years to prepare 25,000 new, effective teachers in Minnesota, North Dakota, and South Dakota. Fourteen institutions are collaborating as part of this network to recruit, prepare, place and support new teachers.
- TPI as an initiative entails active collaboration and engagement between all programs, and licensure areas in Arts and Science, Education, and P-12 school districts and community.

TPI Vision. One component of the initiative has been a clear vision related to teacher preparation. St. Cloud State University will strengthen its teacher preparation program through strong, active partnerships across campus, with P-12 partners and the community.

Network for Excellence in Teaching (NExT)

Please find a bulleted list describing the NExT collaborative.

- Fourteen institutions are collaborating as part of this network to recruit, prepare, place and support new teachers (See Appendix B for a List of [NeXT Institutions](#) and related contact information)
- The number of organizations involved as well as the magnitude of human and financial resources makes this initiative a unique opportunity for introducing and studying significant teacher education reforms.
- <http://www.nextteacher.org/>
- NExT Marketing for Teachers:
 - [NExT Marketing Video](#)
 - [NExT Video Contest](#)

Six Partner Districts

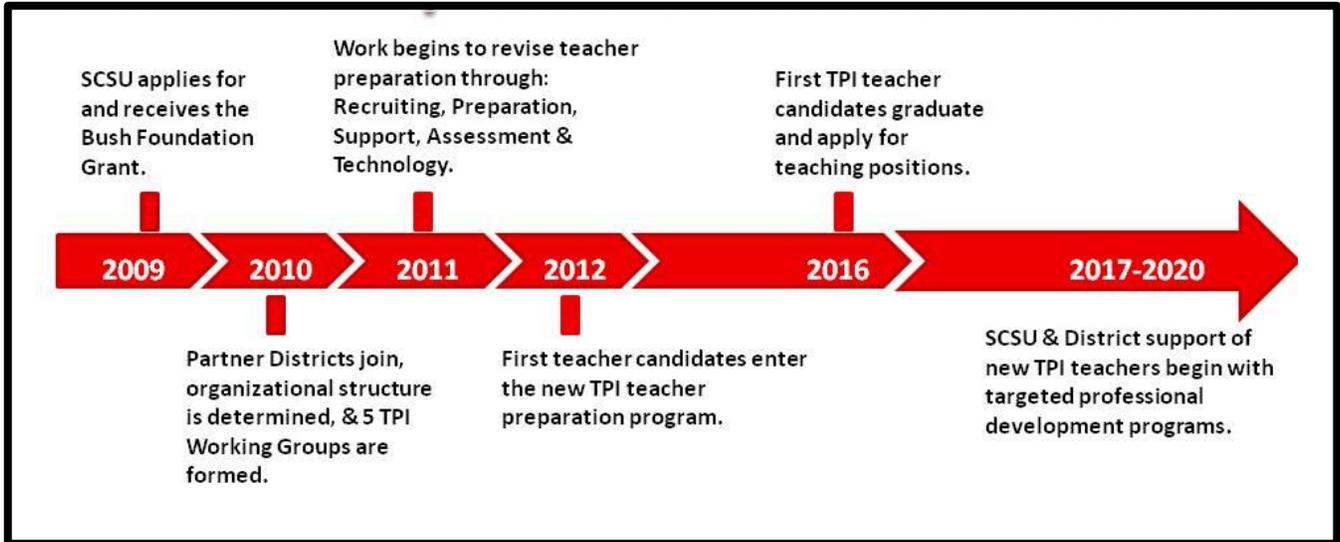
SCSU and six P-12 districts developed a partnership via the TPI. These districts well represent SCSU's historical service region. Administrators, teachers, and college instructors mutually engage one-another on every level, through such venues as the Coordinating Team, Working Groups, and the Co-Teaching Task Force. The districts include: Holdingford, Monticello, ROCORI, Sartell-Saint Stephen, Sauk Rapids-Rice, and Saint Cloud. The partner districts are laid out below; please note that we have linked each district to their home web site.

- [Holdingford](#)
Eric Williams, Superintendent
- [Monticello](#)
Jim Johnson, Superintendent
- [ROCORI](#)
Scott Staska, Superintendent
- [Sartell-St. Stephen](#)
Joseph Hill, Superintendent
- [Sauk Rapids/Rice](#)
Dan Bittman, Superintendent
- [St Cloud Area](#)
Bruce Watkins, Superintendent

TPI Timeline

A timeline for TPI activities is shown below in Figure 1. This represents the period from 2009 when the effort was initiated to 2020.

Figure 1. The TPI timeline.



The TPI Working Group Model

TPI currently claims over 100 University and P-12 participants on five different working groups (WG) and one task force, whose members investigate topics and generate recommendations regarding best practices for teacher preparation and support. Working group members identify aspects of the current teacher preparation program that either could benefit from improvements, or that currently do not exist.

Five WGs have functioned from January 2011 to the present, including, *Assessment, Preparation, Recruitment, Support, Technology*. We added a Task Force (TF) specifically devoted to *Co-Teaching*, based on recommendations from the Prepare WG. Each of these is explained in more detail below.

TPI Assessment Working Group

The main goal of the Assessment WG is to facilitate the collection, analysis, and dissemination of assessment data and support all partners in the initiative in making data-driven decisions about teacher preparation.

Members

P-12 Members

Terry Hurd, Sartell-St. Stephen
Michelle Raml, Sartell-St. Stephen
Brenda Sprenger,
St. Cloud Area

SCSU Members

Tim Baker
Kathy Dahlberg
Sonja Goerd (Facilitator)
John Hoover
Sandra Johnson

Charges of the AWG

- Facilitate the collection, analysis, and dissemination of assessment data for the Teacher Preparation Initiative.
- Create a plan to address needs of faculty members, staffers, and P-12 educators to learn about value-added assessment, teacher performance assessment, and other assessments as needed.
- Recommend methods to coordinate assessment and data collection methods used in P-12 partner districts.
- Develop a process to analyze hiring needs of partner districts.

Anticipated 2011-2012 Recommendations. We anticipate completing the following tasks related to the development of state-of-the-art assessment process, both at the higher education and P-12 levels: [Development of] preschool to 16 professional development plans regarding assessment, particularly, but not limited to, the value-added domains, implementing research-based strategies for the assessment of teacher effectiveness

TPI Co-Teaching Task Force

Through a U.S. Department of Education Teacher Quality Enhancement Partnership Grant, St. Cloud State created, implemented and studied a co-teaching model of student teaching defined as, a cooperating teacher and teacher candidate working together with groups of students sharing the planning, organization, delivery and assessment of instruction, as well as physical spaces (SCSU Teacher Quality Enhancement [TQE] Program, 2005).

From fall 2004 through spring 2008, over 800 cooperating teachers and university faculty members participated in initial co-teaching workshops offered by the TQE program. In addition, staffers prepared 826 dyads of teacher candidates and cooperating teachers to collaborate via

“pairs” workshops. This has positively affected over 25,000 P-12 learners in central Minnesota public schools. Currently, many Colleges and Universities in MN and across the United States have adopted the Co-teaching model. For example, Minnesota State University, Mankato will have all of their student teaching candidates involved in co-teaching starting in fall 2011.

Co-teaching produces measurable K-12 student gains. A comparison of the academic scores in reading and math of students in co-taught classrooms, students with a single licensed teacher, and students in classrooms where there was a traditional student teacher indicates that students in co-taught classrooms statistically outperform students in either of the other settings. Based on the TQE research, we will expand to incorporate co-teaching techniques and pedagogies into all aspects of teacher preparation, including modeling in content and education courses.

Membership

P-12 Members

Kim Larsen, Sartell-St. Stephen
 Deb Patrick, Monticello
 Angela Safran, Holdingford
 Jill Schuldt-Martinez, St. Cloud Area
 Eric Skanson, ROCORI
 Sue Williams, St. Cloud Area

SCSU Members

Nancy Bacharach (Facilitator)
 Bev Kochmann
 Beth Mann
 Janet Salk
 Fran Umerski
 Teresa Washut Heck

Co-teaching task force charges

- Identify current state of co-teaching modules and incorporation into curriculum.
- Explore the implications of expanding current co-teaching models:
 - Preparation and support of all SCSU teacher candidates, cooperating teachers, and university supervisors in partnering districts to co-teach during student teaching and beyond (four modules have been developed regarding co-teaching and these will be incorporated into courses within each licensure program starting in fall 2010)
 - Methods courses co-taught by P-12 and university faculty on- site
 - Content and education courses co-taught with P-12 faculty at SCSU and/or in the P-12 classroom
 - Implications of co-teaching on professional development for faculty and P-12
 - Financial and policy implications of co-teaching
 - Assessment measures for evaluating the various co-teaching models
 - Consider co-teaching collaboration with teaching specialists, ie. ELL, SPED, Library Media

TPI Preparation Working Group

Preparation working group members develop models for an integrated preparation program, more and earlier field experiences with clear student learning objectives, identification, training and evaluation of cooperating teachers and university supervisors, the incorporation of co-teaching at all levels, and partnering in teaching courses at the university and in P-12.

Preparation WG members

P-12 Members

Jona Deavel, St. Cloud Area
Ryan Cox, St. Cloud Area
Sue Jenkins, ROCORI
Julie Midas, Sauk Rapids-Rice
Eric Olson, Monticello
Katie Young, Holdingford
Mike Rogers, Sauk Rapids-Rice
Michelle Rogers, Sartell-St. Stephen

SCSU Members

Steven Hoover
Stephen Hornstein
JoAnn Johnson
Elena Kurinski
Monica Peterson
Raymond Philippot
Jim Robinson (Facilitator)
Patty Simpson
Fran Umerski
Kyle Ward

Preparation WG charges

- Create a teacher preparation core for all teacher candidates
- Create a situation where unit members and school partners work more frequently together and less often in isolation
- Complete a reexamination of all of clinical experience components of education programs at SCSU

Anticipated 2011-2012 recommendations. Based on committee deliberations, we anticipate that some or all of the following elements will be brought forward as recommendations: Enhanced field experiences, perhaps based on the NCATE reform model; creating and institutionalizing a structure for P-16 collaboration, and curriculum re-alignment.

TPI Recruitment Working Group

The Recruitment WG focuses on developing recruiting strategies for targeted populations, admissions criteria and transition points.

Membership of the recruit WG

P-12 Members

Cindee Hoberg, Monticello
Kelly Krueger, ROCORI
Michael Rogers, Sauk Rapids-Rice
Deb Ruszat, Holdingford
Susan Symanietz, Sartell-St. Stephen
Jayne Greeney-Schill, St. Cloud Area

SCSU Members

Carol Conkell
Kathryn Gainey
Sue Haller
Bradley Kaffar (Facilitator)
Martin Lo
Richard Shearer
Betsy Mahowald
Rachel Wexelbaum

Recruitment WG charges

- Recommend *new and improved* recruiting strategies.
- Recommend *new and improved* admissions criteria for incoming teacher candidates.
- Develop recruiting and admissions materials.

Anticipated 2011-2012 recruitment recommendations. Recruitment WG members have identified the following [underrepresented] targets for increased recruitment into teaching fields: Students of color, men in elementary, early childhood, and special education; and candidates (especially women) with particular interest in the sciences and mathematics. Strategies likely to emerge from committee deliberations include targeted scholarships, working with area and metro [Future Educators Clubs](#), tightening admission requirements, and participation in specialized and expert-driven marketing of teaching as a career choice. Finally, we anticipate that SCSU will participate in specific marketing of teacher preparation programs such that the pool of potential candidates is both larger and more diverse.

TPI Support Working Group

The members of the support WG focus their attention primarily upon developing new three-year support plan for teacher candidates that involves sharing resources with P-12 and across P-12 districts.

P-12 Members:

Peggi Fogarty-Sartell-St. Stephen
Barb Hadfield-Monticello
Sandra Haller-Sauk Rapids-Rice
Kendyll Jones-ROCORI
Natalie Prash-St. Cloud Area
Milissa Walz-Holdingford

SCSU Members:

Shawn Jarvis
Beth Mann (Facilitator)
Mark Minger
Ming-Chi Own
Carol Thoma

Support WG charges

- Investigate feasible and sustainable models for comprehensive induction for both P-12 districts and SCSU.
- Explore a common professional development model as well as the concept of shared resources for a consortium of P-12 districts.
- Investigate the use of technology to observe teaching and provide mentoring and professional development in remote settings.

Anticipated 2011-2012 recommendations. As members of the Support (Induction) WG have discussed the issues facing new educators, several initiatives have arisen that likely will lead to sets of specific recommendations. In fact, the team has already sponsored and conducted a professional development activity for partner districts (dealing with stress in first-year educators). Among the most salient ideas are new teacher institutes, [the development of] a comprehensive induction model for P-12 partner districts, and establishing a SCSU-district partnerships for support of graduates for up to three years.

TPI Technology Working Group

The main purpose of the Technology WG is to develop a vision of multiple information literacies for teacher candidates and P-20 faculty and staff.

Membership

P-12 Members

Matt Coalwell, Monticello
Ryan Cox, St. Cloud Area
Linda Liebl, ROCORI
Megan Rogholt, Sauk Rapids-Rice
Paul Moe, Sartell-St. Stephen

SCSU Members

Tim Baker
Michael Hasbrouk
Jim Pesta
Rachel Wexelbaum
Marcia Thompson
Mert Thompson (Facilitator)

Technology WG charges

- Determine the professional development needs for teacher candidates relative to the effective utilization of technology
- Determine the professional development needs for P-16 faculty relative to the effective utilization of technology in the preparation of teacher candidates
- Determine the role that technology should play in the preparation of teacher candidates and develop a plan to implement that role

Anticipated 2011-2012 recommendations. The deliberations by members of the Technology WG have led to the development of several sets of specific recommendations regarding the skills of SCSU education candidates. The recommendations include the incorporation of New & Emerging technology Standards ([NETS](#)) into curriculum, and the development of compressive plans for P-16 professional development plans in the area of educational technology, to specifically include education unit faculty members, current candidates, and in-service education professionals.

Fall 2011 TPI Milestones

With the Bush Foundation, we have worked to mark out road signs as part of the improvement process. These milestones help us track our progress in this massive reform effort.

- Propose a comprehensive plan regarding the Teacher Preparation programs, based on the recommendations of the WGs to share and gather feedback from the campus and P-12 community
- Recommend a new group to represent the P-16 stakeholders in Teacher Preparation.

- Support professional development regarding the new ILAT-Passport system for assessment

REFORM OF THE PHYSICAL SPACES IN THE EDUCATION BUILDING: THE CENTER-BASED APPROACH

During the '07-'08 academic year, several factors fell together to allow the School of Education to enhance physical and instructional spaces in the Education Building. Ms. Vera Russell, an alumna from St. Cloud State, left a bequest of property and funds to the education unit. Sale of the property allowed us to redesign several instructional spaces in the college. Several grants have enhanced this effort which, as of this writing, is well underway.

A Vision for Educational Spaces

The center-based model is based on the notion that our candidates should experience instructional spaces that reflect the best that they might find when they take teaching positions. Students, instructors, and community members should find these spaces attractive; redesigned rooms ought to flow from a clear and cohesive design scheme. We intend to equip our spaces and with cutting-edge educational technology enhancements. Ultimately, we hope that teaching candidates come to understand that the design of instructional spaces affects learning and that future educators can rationally reflect on design principles.

Planned and existing centers are laid out in Table 1. These efforts have been enhanced by a bottom-up decision model, whereby a standing Building and Space Committee brought faculty needs to the fore in allocating resources to spaces.

Table 1. Progress on the center-based model of building enhancements.

Center	Space	Status
Elementary Education STEM Center	EB B-116	The elementary center was completed during the spring months of 2010 and has been in use since then. Lab equipment, up-to-date, and attractive storage spaces, and interactive boards have been installed.
Special Education/ Assistive Technology Center	EB A-234	The assistive technology center was originally funded by a grant received by Dr. David Rogers in 2000. However, the Vera Russell funds have been used to redecorate the space and to provide much-needed storage areas. The room also serves as office space to special education graduate students.
Literacy Center	EB A-228	Text sets and the many books used in teaching primary and intermediate literacy often burden faculty members offering these courses. The literacy center, nearing completion as of this writing, boasts storage spaces, write-on group-work tables, enhanced technology, and instructional-based space designations.
Early Childhood Center	To be Determined	We are in the planning stages of the development of this center. We will create a beautiful space where teacher candidates' work with instructional materials geared for young children. The ECC will be designed as a model classroom.
The Vera W. Russell Curriculum & Technology Center	A-126	The CTC, refurbished in 2009, provides intellectual and physical access to timely and relevant P-12 curriculum resources and technologies to members of the university and surrounding community involved in teaching and learning.
Instructional Technology & Design Center	A-125	The Instructional Technology Discovery Lab will be a physical space in which teacher candidates and faculty members learn to creatively engage P-12 students using a variety of emerging and existing technologies; its location next to the CTC is no accident; the IDTL will be organized as part of the CTC
Assessment Center	A-135	At some point in the future, we plan to consolidate assessment materials and functions in the school of education.

ASSESSMENT IN THE EDUCATION UNIT

In the 2008 NCATE accreditation visit, the assessment system was cited as well organized and outcome oriented. We expect that the system will be improved by four significant capacity building reforms to be instituted over the next several years. These are described very briefly below:

- We are in the process of adopting a commercial system, *Pass-Port* by [ILAT](#), for the collection of student outcome data at the course level. This will improve our ability to manage data in real time for the process of, as NCATE puts it, closing the feedback loop for continuous improvement
- Through the Bush grant (TPI), we have contracted with the University of Wisconsin's [Value Added Research Center](#) to provide data reflecting the impact of our candidates on P-12 student learning. We will receive value added data on our program and on each candidate leaving SCSU and entering a teaching field

- In a Bush-SCSU partnership, we have been able to fund a full time Assessment Director and a graduate student to support this individual. In years past assessment coordination has been conducted as part of the Associate Dean's position. The new system will likely produce a more streamlined approach to assessment in the unit.
- We instituted a process last year of scheduling data retreats for all programs. We plan to continue this process and more formally institutionalize it this and next year

Ongoing Assessment

A version of the [NCATE](#) Key Indicators document is provided as Table 2. We disseminate reports based on these studies once every other year, though we collect the data on an annual basis. We disseminate testing data to departments and programs yearly. To provide an example of the assessment work, we have included a sample of a data table from a recent study. All of the studies named in Table 2 will be available for inspection. In addition, we have completed several investigations specifically for the TPI initiative. A list of these studies is provided in [Appendix C](#).

Table 2. Assessment reports in the education unit.

Study	Description/ <i>What it Measures</i>	Data Collection	Dissemination/ Levels
Self-Report/	Follow-up survey aligned with the INTASC Principles distributed to candidates as they exit the program./ <i>Candidate perceptions of the quality of their preparation in the INTASC domains</i>	Each semester	Fall – odd years/ Unit Department/ Program
Self-Report- Two and five year Follow-up	Abbreviated follow-up Survey aligned with the INTASC Principles mailed to candidates/ <i>Candidate perceptions of the quality of their preparation in the INTASC domains</i>	Spring – odd years	Fall – odd years
Performance –Based Assessment	Student teaching performance evaluation based on the INTASC Principles/ <i>Candidate in vivo performance (as rated by University Supervisors and Cooperating Teachers) on 11 global indicators of teacher skill & effectiveness (INTASC Principles + manifestation of appropriate dispositions).</i>	Each semester	Fall – even years/ Unit Department/ Program
Cooperating Teacher Survey	Survey aligned with the INTASC Principles distributed to cooperating teachers following the supervision of a teacher candidate./ <i>Cooperating teacher perceptions of the quality of candidate preparation in the INTASC domains</i>	Each semester	Spring – odd years/ Unit Department/ Program
Employer Survey	Survey (two different forms) aligned with either the conceptual framework or the INTASC Principles/ <i>Employer perceptions of the quality of SCSU teacher/employee preparation/ performance in the INTASC domains</i>	Fall	Spring – even years/ Unit & Department only
Praxis I— PPST/ Replaced by METLE Basic Skills, July 1, 2010	Aggregated scores/ <i>Candidate knowledge base and level of basic skills in reading, Written expression, and Mathematics</i>	Fall	Fall/ Unit Department/ Program

Table 2, Continued

Study	Description/ <u>What it Measures</u>	Data Collection	Dissemination/ Levels
Praxis II Content/ Replaced by METLE, July 1, 2010	Aggregated scores/ <u>Candidate acquisition of Pedagogical and content knowledge in their field of study</u>	Fall	Fall/ Unit Department/ Program
Praxis II Principles of Learning and Teaching (PLT)/ Replaced by METLE Pedagogy, July 1, 2010	Aggregated scores/ <u>Candidate acquisition of Pedagogical principles in their field of study</u>	Fall	Fall/ Unit Department/ Program
Reliability and Validity studies	Small-scale reliability and validity studies are conducted at the unit or program levels/ <u>The psychometric properties of instruments used in the college to assess student perceptions and skills</u>	Varied	Varied/ unit
Unit Operations	Survey distributed to currently enrolled candidates in randomly selected classes/ <u>Candidate perceptions of the quality and importance of mechanisms supporting their pursuit of teaching degrees and licenses</u>	Each Semester	Spring, even numbers/ Unit Department/ Program
Clinical Experience Success Data: Completion Rates	Demographic and personal data regarding completion rates/ <u>The number and proportion of candidates completing student teaching successfully</u>	Summer	Fall
Field and Clinical Experience Diversity	Data on diversity of field and clinical placements presented/ <u>The proportion of candidates successfully completing (a) field experiences and (b) student teaching at three levels of diversity (low level of diversity, medium levels of diversity, high levels [more than 33% of students represent diverse groups])</u>	Summer	Fall
Candidate Qualitative Data	Written Comments from completing candidates/ <u>Qualitative indicant of Cooperating Teachers' perceptions of the quality of candidate preparation</u>	When several semesters of data have been collected	Spring
Occasional and/ or Special Reports	Varied	Varied	Varied

Performance based data. We developed a checklist developed several years ago based on the INTASC Principles. This instrument contains a formative component including “look-fors” that supervisors and cooperating use to ultimately complete a summative version. These data are provided to assessment team members who analyze it and report it at the unit, departmental, and programmatic levels. A summary table from the most recent report to the Special Education program area is provided below.

Table 3. Exemplary data from a 2010 report to the special education program (performance-based/ summative study), cooperating teacher ratings.

Principles and Standards	'07-'08 N ~ 38			'08-'09 N ~ 52			'09-'10 N ~ 5		
	Mean	SD	% Prep	Mean	SD	% Prep	Mean	SD	% Prep
Principle 1: Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	3.13	.63	86.7	3.08	.58	90.7	2.90	.22	100.0
Principle 2: Student Learning: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	3.23	.63	90.0	3.17	.57	90.7	2.90	.22	100.0
Principle 3: Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	3.22	.64	90.0	3.16	.53	95.3	3.00	.00	100.0
Principle 4: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	3.20	.61	90.0	2.98	.59	86.0	3.00	.35	100.0
Principle 5: Learning Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	3.12	.69	83.3	3.24	.57	95.3	2.90	.22	100.0
Principle 6: Communication: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	3.27	.65	90.0	3.20	.50	95.3	3.00	.00	100.0
Principle 7: Planning Instruction: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	3.20	.58	92.6	3.12	.60	86.0	2.90	.22	100.0
Principle 8: Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	3.00	.65	81.5	2.83	.53	83.3	3.00	.00	100.0
Principle 9: Reflection & Professional Development: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	3.33	.55	96.3	3.07	.55	90.5	3.00	.00	100.0
Principle 10: Partnerships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	3.28	.67	88.9	3.08	.48	92.9	3.00	.00	100.0
Standard 11: Professional Dispositions. The teacher demonstrates enthusiasm, reliability, responsibility, flexibility, initiative, sensitivity to student needs and other disposition related to professional standing.	3.44	.66	92.6	3.33	.59	92.9	3.00	.00	100.0
Total Across Variables	3.23	.52	90.0	3.11	.43	95.3	2.96	.09	100.0

APPENDIX A: TEACHING PROGRAMS IN SCSU'S EDUCATION UNIT

Undergraduate and Graduate Teaching Majors

Major I.D.	CIP Code	Description
1199	13.130200	Art Education (teaching)
8042 or 1016 (old)	13.132200	Biology Education (teaching)
8044 or 5119 (old)	13.132300	Chemistry Education (teaching)
1023	13.120900	Child & Family Studies (B.S. program; teaching)
8024	13.130500	Communication Arts & Literature (English/Lang Arts teaching)
1062	13.131600	Comprehensive General Science (Earth Science; teaching)
8105	13.120900	Early Childhood Education (*note name change eff. 11/9/07)
8040	13.131615	Earth Science (teaching) (*note Gen Science-Comp also receive Earth Science/#1062)
1734	13.040100	Education Leadership and Administration (General)
1049	13.120201	Elementary Education (K-6; teaching)
1734	13.040800	Elementary, Middle School Administration/ Principalship
1050	13.140100	ESL, English as a Second Language (teaching)/ 0135 – ESL concentration w/English/Linguistics Non-teaching majors 1051 or 5102)
1059	13.132500	French Education (teaching)
1066	13.132600	German Education (teaching)
1071	13.130701	Health/Physical Education (teaching)
n/a	13.133400	Information Media (teaching) works directly with CIM department
8039 or 1095 (old)	13.131100	Math Education (teaching)
8045 or 1103 (old)	13.131200	Music Education (teaching)/ 0222 – Instrumental (BST)/ 2101 – Vocal (BST)
5328	13.131400	Physical Education (teaching)
8047 or 1118 (old)	13.132900	Physics (teaching)
1734	13.040900	Secondary School Administration/Principalship
1176	13.131800	Social Studies (teaching)
1231	13.133000	Spanish Education (teaching)
1181	13.100100	Special Education (teaching) – Bachelor of Science
1181	13.101400	Special Education (teaching) – Developmentally Delayed Graduate Certificate
1181	13.100500	Special Education (teaching) – EBD Graduate Certificate
1181	13.101500	Special Education (teaching) – ECSE Graduate Certificate
1181	13.101300	Special Education (teaching) – Autism Graduate Certificate
1181	13.101100	Special Education (teaching) – SLD Graduate Certificate
2002	13.130901	Technology Education (teaching)

APPENDIX B

NETWORK FOR EXCELLENCE IN TEACHING (NEXT) INSTITUTIONS AND PARTNERS

Please find the following list of partner institutions. More information about the shape of the partnerships, including more contact information, can be attained at the Bush Foundations NeXT website:

<http://www.bushfoundation.org/education/partners>

Higher Education Partners

Augsburg College*	
North Dakota State University**	
Bethel University*	St. Catherine University*
Concordia University*	St. Cloud State University
Hamline University*	University of St. Thomas*
Minnesota State University, Mankato	University of South Dakota
Minnesota State University Moorhead**	Valley City State University**
University of Minnesota - Twin Cities	Winona State University
* Working as the Twin Cities Teacher Collaborative (TC2)	** Working as the Valley Partnership

Organizational Partners

<p><u>fhi360</u></p> <p>As coaches for the educational partners, fhi360 is instrumental in supporting them as they do the important work of reforming their teacher preparation programs.</p>	<p><u>Value-Added Resource Center</u></p> <p>As ground-breaking experts in the field of value-added measurement, VARC works with the educational partners to develop, apply, and disseminate value-added and longitudinal research methods to evaluate the performance and effectiveness of schools and teachers, and educational programs and policies.</p>
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Advisory & Review Committee

<p>Barnett Berry, Ph.D. President and Chief Executive Officer Center for Teaching Quality Hillsborough, North Carolina</p>	<p>Thomas J. Lasley III, Ph.D. Former Dean, School of Education and Allied Professions University of Dayton Dayton, Ohio</p>
<p>Colleen Callahan, Ed.D. Director of Professional Issues Rhode Island Federation of Teachers and Health Professionals Providence, Rhode Island</p>	<p>Ellen Moir Founder and Chief Executive Officer New Teacher Center Santa Cruz, California</p>
<p>Ivan Charner Vice President and Director Academy for Educational Development Washington, D.C.</p>	<p>Jon Snyder, Ed.D. Dean, Graduate School Bank Street College of Education New York, New York</p>
<p>Joseph Dominic Independent Education Consultant Philadelphia, PA</p>	<p>Robin White Senior Program and Policy Officer Academy for Educational Development Washington, D.C.</p>
<p>James W. Fraser, Ph.D. Senior Vice President for Programs Woodrow Wilson National Fellowship Foundation Princeton, New Jersey</p>	<p>Jerry Williams Retired Superintendent Rochester Public Schools Rochester, Minnesota</p>
<p>Harry Hellenbrand, Ph.D. Provost and Vice President for Academic Affairs California State University, Northridge</p>	

APPENDIX C
STUDIES COMPLETED SPECIFICALLY FOR THE TPI PROJECT

Note: This is an index of reports developed expressly for the TPI initiative by either members of the SOE assessment team or members of the Assessment Working Group. Each report is described below.

Title	Description	Dissemination
A Glimpse of Teaching Field Majors at St. Cloud State University	A report requested by the Bush Foundation through TPI asking for a comparison of currently enrolled teaching/majors with other SCSU students (also accepted into majors) on ACT (composite & subtests) and incoming secondary class rank/ ethnicity and gender distributions and longitudinal data included	November 1, 2011
Assessment Report: Thriving In the First Year/Feeling Well & Having Success with Students	Assessment of professional development workshop provided to first year teachers / This study is also designed to provide a template for the Assessment Working Group to use for the process of assessing workshops and other short-term educational events sponsored by TPI	Pending
Minnesota Teacher License Examinations Data Correlates: Basic Skills	Study of correlational and predictive factors indicating success of candidates on the MTLE exams. Prediction equations were developed utilizing available factors that could be measured on many or most candidates.	8/1/11 Rev 11/1/11
Minnesota Teacher License Examinations Data Correlates: Pedagogy Examinations	Study of correlational and predictive factors indicating success of candidates on the MTLE: Basic Skills to success on the MTLE Pedagogy. Prediction equations were developed utilizing available factors that could be measured on many or most candidates.	8/15/11 Rev 11/1/11
Employer/Supervisor Follow Up Study ('08-'11)	Employer perceptions of the quality of SCSU teacher/ employee preparation/ performance in the INTASC domains. This report (a key NCATE indicator) was disseminated early so that the data would be available for TPI uses.	7/28/11
Self Report Data: Unit Wide Study (Spring 2010): Pilot Study/Common Metrics Leaver Instrument	Candidate perceptions of the quality of their preparation in the INTASC domains. This report, a key NCATE indicator, was released early so that results would be available for TPI.	June 1, 2010
Student Teaching Performance Based Assessment: Unit Wide (2008-2011)	Candidate in vivo performance (as rated by University Supervisors and Cooperating Teachers) on 11 global indicators of teacher skill & effectiveness (INTASC Principles + manifestation of appropriate dispositions). Released early for TPI purposes.	October 1, 2011
Personnel Needs in Central Minnesota: A Preliminary Analysis	Analysis of eleven districts employment needs. This study was requested by Interim Dean Palm as a report for the initial phase of TPI.	June 1, 2010
Numbers Snapshot 199-2010: Initial License Completers	A Snapshot of SCSU students completing teacher licensure. This study was requested by Interim Dean Palm to provide input for TPI deliberations.	April 1, 2010
Entry Questionnaire Pilot Study (Spring 2011)	Study of identifying characteristics of entry level students / why they entered teaching fields. This pilot study was completed to beta test the entry questionnaire established for TPI through the efforts of the NeXT Common Metrics Committee. It was reported to that group and disseminated to the TPI Recruit WG, to the Dean SOE, and to TPI Directors.	May 15, 2011

