



January 15, 2013

The Honorable Charles W. Wiger
Chair, Senate E-12 Education Finance Division
205 Capitol
Saint Paul, MN 55115

The Honorable Paul Marquart
Chair, House Education Finance Committee
597 State Office Building
Saint Paul, MN 55115

Dear Senator Wiger and Representative Marquart:

Closing the achievement gap is a major and persistent challenge in public education today. Education experts agree that increasing the diversity of the teaching ranks improves student achievement in many settings because it provides students with teachers who can better empathize with their backgrounds and life experiences.

Concordia University of St. Paul, Hamline University, and the University of St. Thomas have been on the forefront in Minnesota working to address the shortage of teachers of color.

Our institutions offer complementary, innovative programs which recruit, train and retain teachers from diverse racial and ethnic backgrounds for schools in urban and urban-like settings. The programs, which are the only programs of their kind in Minnesota, serve the full spectrum – from undergraduate students to non-licensed paraprofessionals to classroom teachers who can benefit from new, specialized training. They also work to promote cultural competencies and empathy in teachers of all colors.

The State of Minnesota has recognized that these programs provide an important means of training and placing more teachers of color in schools and, thereby, contribute to closing the achievement gap. As a result, the state has appropriated money to one or more of these programs through the Collaborative Urban Educator grant program since 1997.

The Collaborative Urban Educator grant program helps ensure the continuation of the three programs, which are making a significant impact on training and retaining teachers of color in

schools in urban and urban-like settings. The grant is a critical component to the program's success, and although the universities themselves cover expenses and seek additional funding through nonprofits such as the Bremer and Bush foundations, the work these programs accomplish could not be done without the state's important commitment. The prestige associated with state financial support is important for securing current and future private funding.

In 2011, the Legislature required that "[e]ach institution shall prepare for the Legislature by January 15 of each year, a detailed report regarding the funds used. The report must include the number of teachers prepared as well as the diversity of each cohort of teachers produced" (Laws 2011, 1st Special Session, Chapter 11, Article 2, Section 50, Subdivision 14). In obedience to this provision, we have appended to this letter each university's report. Since funding began in FY2012, corresponding to the 2011-2012 academic year, these are the first of the two annual reports required by the law.

We thank the Legislature for its support of our programs.

Sincerely,



Lon Maly
Vice President for Academic Affairs
Concordia University, St. Paul



Doug Hennes
Vice President for University and Government Relations
University of St. Thomas



Nancy Sorenson
Dean, School of Education
Hamline University



Responsive. Relevant. Real.

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Dear Senator Wiger and Representative Marquart:

I write to thank the Legislature for its support of the Southeast Asian Teacher (SEAT) program at Concordia University, St. Paul, through the Collaborative Urban Educator grant program during the FY 2012-2013 biennium, and to report to you on the program's progress as required by the 2011 appropriation.

SEAT is a baccalaureate degree and teacher licensure program for culturally and linguistically diverse educational and teaching assistants who are currently employed in Minnesota school districts. It provides academic and personal advising, tutoring, evening classes, technical assistance, and financial support for students whose faces reflect those of the diverse students in urban and urban-like schools. A public-private partnership between the state and the university, SEAT invests in students' futures, expanding their potential, skills, talents and intellect while supporting them through their first year of teaching.

The Collaborative Urban Educator grant program is being used to support the following program goals:

- To recruit and train participants for SEAT's culturally responsive teacher preparation program
- To prepare students for the Minnesota Teacher Licensure Exam (MTLE) so that they can successfully obtain licensure
- To mentor students as they enter the teaching profession to encourage high rates of teacher retention

The Collaborative Urban Educator grant program provides more students the opportunity to participate in the SEAT program. The funding directly subsidizes half of the tuition as well as the cost of books and a laptop for students who might otherwise have been unable to attend the program.

The number of students of color in the Twin Cities and the surrounding suburbs is growing rapidly. These students face unique challenges and pose a major concern for educators. There is a strong need to have a teaching staff whose faces closely resemble the student population. Yet, the number of ethnically diverse individuals who have a bachelor's degree remains below that of their white peers.

Educational practice supports the principle that teachers serve as role models for their students. While there is a sense of urgency in wanting to meet the needs of and provide good role models for Minnesota's minority elementary and secondary students, their teachers must meet all the professional standards for teacher licensure as identified by institutions of higher education and the State. This includes passing the Minnesota Teacher Licensure Exam (MTLE), including the basic skills, content, and pedagogy tests.

Many bilingual SEAT students who are graduating college seniors find it difficult to pass the examinations required for Minnesota teaching licensure. These students are intelligent, persistent and hardworking, but need significant instruction in English language test-taking due to difficulty with syntax and semantics. As students near completion of the program, SEAT helps them prepare for the MLTE so that they can successfully obtain licensure and become important members of Minnesota's teaching profession.

During the 2012 academic year, 20 students of color pursued a teaching license through SEAT's culturally responsive preparation program. Eight of these students will graduate in May 2013. In addition to the program's curriculum, students receive "academic cultural" support from professors in the College of Education and Science to enhance their success in the program. They receive one-on-one support from their financial advisor and Student Support Services as needed to help them meet their various financial and personal needs.

After students graduate, they receive face-to-face and online mentoring during their first two years of teaching. In 2013, the SEAT director mentored 18 students who are working in Minnesota schools as well as two students who are working in California and Ohio.

SEAT also works with school districts throughout Minnesota to recruit paraprofessionals and non-licensed teachers for the program. In preparation for the 2012-2013 academic year, SEAT personnel met with the Minneapolis, St. Paul, North St. Paul, Maplewood, Oakdale, and Chaska school districts as well as several area charter schools.

SEAT also has a service learning and leadership component in connection with the Hmong Culture and Language Program and Building Cultural Bridges summer camp program. Students reported having positive opportunities to connect with students from diverse backgrounds and practice teaching literacy lessons to the K-12 students.

Overall, our students have reported positive experiences throughout our program. For example, a recent African SEAT graduate said:

“The SEAT program is tremendously important because preparing culturally competent, highly qualified teachers, who are capable of differentiating instruction are what the State of Minnesota needs in its classrooms. With classrooms becoming more and more diverse, it is absolutely crucial to be able to rely on teachers who are able to bridge the various cultural gaps and produce students that are able to compete with the nation’s/world’s best.”

The SEAT program is required to submit semi-annual reports to the Minnesota Department of Education. Our most recent report has been appended herewith to provide even more detail about our program for your review. Please know that I am prepared to answer any questions which you, your committee colleagues, or your staff may have.

Thank you for your past support of the Southeast Asian Teacher program and our work in preparing highly qualified teachers for urban and urban-like settings.

Sincerely,



Dr. Sally A. Baas
Professor and Program Director
Southeast Asian Teacher Program
Concordia University, St. Paul

Enclosure

Concordia University, St. Paul, Southeast Asian Teacher Program

Collaborative Urban Educator

END OF YEAR REPORT

on

Goals for 2011-2012 Academic Year

The following goals are to be reached by June 30, 2012:

Goal #1 Provide a culturally responsive education for the SEAT students' preparation to become classroom teachers.

Activity 1.1 Concordia University faculty will attend cultural competency training and use curricular and delivery options that meet the needs of students of color, particularly those of Southeast Asian background.

Evaluation: Student and faculty report the use models of instruction showing cultural competence.

2011-2012 Update: The faculty members have been attending professional development to build their cultural awareness and further enhance their cultural competency.

Goal #2 Provide an average of 10 credits a semester to the students currently enrolled in the program.

Activity 2.1 Students' program of study will be worked out with each student during their advising time each semester.

Evaluation: students' Plan of Study Form completed

2011-2012 Update: All students have a program plan of study completed for their educator preparation program

Activity 2.2 Students will register for 10 credits each semester

Evaluation: registered courses

2011-2012 Update: All students registered this year for an average of 9.2 credits per semester. Due to financial worries, students reported, they took about one less course each semester in order to meet their financial obligations.

Goal #3 Provide half of student's tuition, a voucher to purchase textbooks from the Concordia University, St. Paul Bookstore, and laptop for their use while they are registered for class.

Activity 3.1 After registering for classes under the advisement of the SEAT Program Director and/ or content advisor, students will receive a voucher to purchase their textbooks from the Concordia University Bookstore.

Evaluation: student receives their voucher and texts

2011-2012 Update: All students registered this year were advised for their educational program by the SEAT Program Director and content advisors. When their plans were in place, the students received their vouchers for textbooks which they then purchased from the Concordia University Bookstore.

Activity 3.2 After registering for classes under the advisement of the SEAT Program Director, students will receive training and a voucher to receive a laptop for their use for the semester they are registered.

Evaluation: student receives laptop

2011-2012 Update: All students registered this year were advised for their educational program by the SEAT Program Director and content advisors. When their plans were in place, the students received their vouchers for their laptop to use while registered for classes. The students also received IT assistance as needed from the Help Desk.

Goal #4 Provide the academic and “academic cultural” support for students to be successful in the program.

Activity 4.1 The Program Director will provide support for the students through one to one meetings with individual students.

Evaluation: Student feedback (evaluation form)

2011-2012 Update: All students registered this year were provided one to one support on a weekly basis by the Program Director. The evaluation form reflected this support at the 4.9/5.0 level.

Activity 4.2 The Program Director will initiate support from other services at the university on behalf of the SEAT students.

Evaluation: SEAT students use of provided services to which they have been referred.

2011-2012 Update: All students registered this year were provided one to one support from their Financial Advisor and Student Support Services as needed to help them meet their various financial and emotional/social needs.

Goal #5 Provide preparation, mentoring and support for the students in making the shift from paraprofessional or unlicensed teacher to teacher.

Activity 5.1 Speakers will attend the SEAT Seminar and present to the SEAT students on topics related to the move from paraprofessional/unlicensed teacher to licensed teacher.

Evaluation: Work samples and reflections from SEAT students

2011-2012 Update: All students registered this year were provided support as they transition from paraprofessional/non-licensed teacher to teachers during the weekly SEAT Seminar, on by the Program Director and Program Associate. Students were instructed in strategies to

pass the MTLE Basic Skills Tests. Students are having a great deal of difficulty passing these tests.

Goal #6 Provide e-mentoring and face to face mentoring for SEAT graduates who are in their first and second year of teaching.

Activity 6.1 SEAT Program Director will do e-mentoring with students who have graduated from the SEAT Program for their first two years of teaching and beyond once each quarter of the year.

Evaluation: Reflections from students mentored (anecdotal data)

2011-2012 Update: The Program Director e-mentored 18 students who have graduated from the SEAT Program over the last three years during the 2011-2012 academic year. Most are in MN schools, and two are in now in CA and OH.

Goal #7 Work with the school districts to recruit students, and to assist in the hiring and placement of SEAT graduates as classroom teachers.

Activity 7.1 SEAT Director will work with MN school districts in recruiting students to the program, meeting a minimum of twice a year with St. Paul School District, Minneapolis School District, other districts in the 7-County Metro area, and greater MN.

Evaluation: Meeting attendance and summary

2011-2012 Update: The Program Director meet with Minneapolis, St. Paul, North Saint Paul, Maplewood, Oakdale District, Chaska and several charter school districts to promote the SEAT Program.

Goal #8 Recruit and enroll six new students.

Activity 8.1 SEAT Director will enroll the majority of new students in the Fall Semester and six during the Spring Semester.

Evaluation: Success of recruitment, attendance in classes

2011-2012 Update: The Program Director recruited six new students across the academic year.

Goal #9 Provide opportunities for the University community to improve the multicultural environment and teaching through events focused on cross-cultural communication.

Activity 9.1 SEAT Director will provide a seminar for College of Education staff and faculty on cross cultural working/teaching within the context of the university setting with use of Ethnic-NewsWatch will be used as a source for information on various cultures

Evaluation: personal evaluation and written essay

2011-2012 Update: The Program Director provided resources including Ethnic NewsWatch for faculty to use as a source of information on various cultures. Faculty reported that they

did not use the Ethnic Newswatch publication sufficiently to warrant paying for the subscription for 2012-2013.

Goal #10 Enable students to be involved in service learning and leadership roles in the Concordia University, St. Paul community through the Hmong Culture and Language Program & Crossing Cultural Bridges, summer program.

Activity 10.1 SEAT students will attend the Hmong Culture and Language Program a minimum of three times each semester to provide assistance in literacy and ethnic identity lessons.

Evaluation: attendance and personal evaluation

2011-2012 Update: Students registered this year were involved in service learning and literacy leadership roles for the Hmong Culture and Language Program year around program and the Crossing Cultural Bridges, summer program. They reported positive opportunities to connect with students from backgrounds the same or different from their own. They reported positive opportunities to practice teaching literacy lessons to the K-12 students.

TIPS:

- Start early to ensure that your complete and signed application is received by the due date and time
- Keep all instructions as a reference
- Follow ALL directives
- You may attach any supplemental documents required to the application site. If you have multiple documents in the same format, you may upload them as one document (PDF, etc.)

If you need additional assistance, please contact your program specialist or the grants specialist assigned to this project. Assistance is provided only during regular business hours.



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Dear Senator Wiger and Representative Marquart:

Thank you for your support of the Center for Excellence in Urban Teaching (CEUT) at Hamline University through the Collaborative Urban Educator grant program during the FY 2012-2013 biennium. I write to report to you and the Legislature on the program's progress as required by the 2011 appropriation.

CEUT delivers professional development and advanced academic study, training, and teacher preparation through its on-site professional development and curriculum/instructional services program. CEUT offers varying levels of training opportunities to increase teachers' knowledge, strategies, and skills to work within complex social and socio-cultural economic situations and recognize learners living in urban and urban-like conditions as diverse, capable, motivated and resilient.

Too many teachers in Minnesota communities do not have the tools they need to be successful with ethnically, linguistically and economically diverse students. Minnesota schools are becoming more diverse and have the largest achievement gaps in both reading and math scores across the nation. CEUT addresses these critical needs in a variety of ways, including by:

1. Providing cutting-edge cultural competency training and professional development seminars
2. Offering parent engagement seminars for immigrant parents (CEUT is recognized as the leader in parent engagement in Minnesota and has been called upon to tackle this issue nationally.)

3. Recruiting and retaining new teachers of color through the Urban Teaching Certificate courses, through middle and high school college readiness visits, and by training undergraduate students of color to tutor in schools
4. Helping teachers of color and non-native English speakers prepare for the Minnesota Teacher Licensing Exam (MTLE)

During the past 12 months, CEUT has conducted professional development for more than 5,707 teachers and administrators in 26 schools, 19 school districts, and at 38 local, regional, national and international conferences and workshops. More than 8,187 students benefitted from these training programs. Additionally, 95 parents received training through CEUT's parent engagement seminars. Thirty students from universities across the Twin Cities attended CEUT's math and reading MTLE training sessions. Currently 26 of these students have passed the MTLE.

CEUT has also been able to forge several long-standing partnerships with Minnesota schools influenced directly by the work initiated in the Collaborative Urban Educator grant program. For example, in 2010, CEUT launched a Greater Minnesota Teacher Preparation Campaign with a \$50,000 grant from the Otto Bremer Foundation. More than 700 Moorhead and St. Cloud teachers benefitted from workshops and trainings in a variety of areas, including cultural competency, bullying and violence prevention, college readiness, study skills, motivation, and parent engagement. This project was so successful that these districts have committed to continuing the collaboration.

The Center for Excellence in Urban Teaching is committed to preparing teachers and educators to work successfully with Minnesota's increasingly diverse student population. Thank you for the privilege and opportunity to continue to serve educators in Minnesota.

Please see the appended report to the Minnesota Department of Education for more detail about our program. I am prepared to answer any questions which you, your committee colleagues, or your staff may have.

Sincerely,



Dr. Jean Strait
Director of the Center for Excellence in Urban Teaching
Hamline University

Enclosure

**HAMLIN
UNIVERSITY**

Center for Excellence in Urban Teaching

Collaborative Urban Educator (CUE Grant)

2011-2012 Grant Year End Progress Report

July 1, 2011-June 30, 2012

This mid-term report is submitted as required by Attachments A & B of the Minnesota Department of Education – Collaborative Urban Education (CUE) Grant ID 2011-00442, Center for Excellence in Urban Teaching (CEUT) at Hamline University, Saint Paul, Minnesota.

During the past 12 months, CEUT has conducted professional development for over 5,707 teachers and administrators in 26 schools, 19 school districts, and at 38 local, regional, national, and international conferences and workshops. As a result of this work, over 8,187 students have benefitted.

The Center for Excellence in Urban Teaching (CEUT) delivers professional development and advanced academic study, training and teacher preparation through its on-site professional development and curriculum/instructional services program (PDP). CEUT offers varying levels of training opportunity to increase teacher’s knowledge, strategies, and skill to work with and within complex social and socio-cultural economic situations and recognize learners living in urban and urban-like conditions as diverse, capable, motivated and resilient. These complex social situations include:

- Economics (economic disparity, achievement gaps);
- Language (linguistic diversity, second language learners, immigrant students);
- Culture (race, customs, traditions, norms and community environments);
- Social Issues (violence, substance abuse, mobility, health issues, etc); and
- Parent/Family and Community Involvement

WORKPLAN GOALS, ACTIVITIES and OUTCOMES TO DATE

Goal 1: Certificate in Urban Teaching

Activity 1.1: Infuse the Current Certificate program into the undergraduate licensure as a minor in the college of liberal arts at Hamline.

Measurable Outcome/estimated timeline: By the end of the 2011-2012 academic year, a minor will be created and implemented Fall 2012 in the undergraduate licensure program at Hamline

Evaluation of Outcomes: Hamline University College of Liberal Arts students and School of Education students will begin to choose the urban certificate as a minor. Minor participants will be tracked from entry to degree completion. Student majors and other minors will be tracked through Banner. Detailed demographics of participants will be compiled into formal reports for MDE, HSE, and the urban education field and the completion of this two year grant cycle.

Activity 1.2: Create a fifth year program incorporating current certificate with new courses. This would be a master’s program in urban education.

Measurable Outcome/estimated timeline: By the end of the 2011-2012 academic year, a

master's in Urban Education will be created. January 2013 would be the start-date for this new program. First cohort of students will graduate in Dec. 2015.

Evaluation of Outcomes: Detailed demographics of participants will be compiled into formal reports for MDE, HSE, and the urban education field and the completion of this two year grant cycle.

UPDATE: Work is Progressing on the Minor and Master's. Collaborative efforts between Continuing Studies, CLA and CEUT has created a pathway for students to begin taking the certificate as a minor. Master's program work has been stalled due to changing of Dean's in HSE. This fifth year program is drafted and working it's way through the approval processes.

Goal 2: Parent Academies

Activity 2.1: Deliver one parent academy each academic year (2011-2012 and 2012-2013) for 25 participants.

Measure Outcome/estimated timeline: parent academies will be evaluated by participants and outside reviewer for effectiveness, content, and parent involvement tentatively at Bethune and one additional school to be named.

Activity 2.2: Parents completing all six sessions of the academy will receive a refurbished laptop for home and family use.

Measurable outcome/estimated timeline: 20 parents (each academic year) will complete the entire sequence of the parent academy, and demonstrate at least 3 strategies learned from the academy to use with their children at home. Upon completion of the demonstration, parents will receive a laptop.

Evaluation of Outcomes: Students of participating parents will be identified and MCAII test data will be compared between participant and non-participant students to identify gains. Results will be reported in CEUT's annual report, grant reports, and research presented at national conferences. A parent guide will be published through CEUT and given as a resource to other parent trainings, organizations, MDE and participants in the Certificate program.

UPDATE: Three Parent Academies have been delivered in 2011-2012 at Crossroads Elementary School (2), Bethune Community School, Friendship Academy and St. Paul City School serving over 90 parents, with 74 receiving computers.

Goal 3: Elite Academy

Activity 3.1: One Elite Academy will be held each summer for academic year. This partnership includes University of Minnesota, Hamline University, the Department of Education, Minneapolis/St. Paul and West Metro districts.

Measurable outcome/estimated timeline: 60 students will participate in the summer academy and complete the curriculum as prescribed by the instructional team. Each outstanding student will receive a certificate of achievement and be invited to attend the second summer academy as scholar/leaders. Teachers will recommend an additional 20 students to begin the program in year two.

Evaluation of Outcomes: Participants will create a peer resource guide each year at the completion of both summer academies. CEUT will publish electronic copies of these guides and make them available on the CEUT main website. A copy will also be provided to MDE at the completion of each summer institute.

UPDATE: Elite Academy 2012 included 42 student participants. Northwest Metro Integration District Funding for this endeavor was limited so fewer participants were selected. CEUT was able to help write a

10,000 grant that would assist the program. In addition, contacts were made with Roseville Area High School to begin a Pre-service Teaching Fellows Program.

Goal 4: Teacher Cadet

~~Activity 4.1 Increase the participation of historically underrepresented student populations in college credit bearing courses while in high school.~~

- ~~1. Low income students~~
- ~~2. First generation students~~
- ~~3. Students of color (African American, Latino, Asian, American Indian)~~
- ~~4. ESL students~~

~~Measurable outcome/estimated timeline: at least 30 students per academic year will participate in the teacher cadet program partnered with St. Paul Public Schools. By the completion of this grant, 60 participants will have taken one or more college credit bearing course while in high school.~~

~~Evaluation of Outcomes: Teacher Cadet participants will submit quarterly reports regarding attendance, college credit bearing course work, and additional demographic material documenting their participation in program requirements, grades, and college attendance information upon graduation. A year-end report will be compiled and provided to MDE, St. Paul Schools, and National Teacher Cadet for comparison research.~~

UPDATE: This goal has been dropped from the grant cycle due to financial and manpower issues in St. Paul Schools. Work has been initiated with Roseville Schools to start a Teacher Fellows Program and CEUT will continue to assist with this.

Goal 5: Minnesota Teacher Licensing Exam (MTLE) study preparation

Activity 5.1 Provide one MTLE training Spring 2012 and 2013 for 20 participants.

Measurable outcome/estimated timeline: The 20 participants each year will successfully pass all sections of the MTLE. A total of 40 participants will pass MTLE and receive licensure by the end of this grant.

Evaluation of Outcome: As a condition of participation, participants will provide both pre and post MTLE scores to CEUT for data collection and analysis. These scores will be compared to students of color who have taken/passed the MTLE without study preparation. This data will be reported to MDE in the final grant report.

UPDATE: Both a pre-MTLE training and Summer MDE training were held. (7 students in pre-training and 23 in Summer 2012 training for both Math and Reading help. Training was opened to all universities in the Twin Cities. Currently, 26 students have passed the MTLE.

CEUT Training Overview: July 1, 2011 – June 30, 2012

<i>Impact Area</i>	<i>Number Served 2010-2011</i>	<i>Number Served 2011-2012</i>
Number of Schools	11 Schools	26 schools
Number of Districts	9 districts	19 districts
Number of Presentations at Conferences, Workshops for Educators, Community Members, and Incoming Teachers	17 Conferences and workshops	38 local, regional, national, and international presentation platforms
Number of Teachers and Administrators Trained	900 teachers and administrators	5,707 teachers and administrators
Number of Students Directly Impacted	4,782 students	8,187 students

1. Comprehensive Professional Development and Regional Trainings

<i>District(s)/Organization/Schools</i>	<i>Training/Activity Timeline: 7/1/11 – 6/30/12</i>	<i>Participants Impacted</i>
Moorhead Public Schools	January In-Service training held in Moorhead. Professional development training topics: culturally responsive teaching, mind set, college readiness, bullying, and team development	575 Teachers, 5,270 Students, and 8 administrators including Superintendent
St. Cloud Public Schools	In -Service November training including culturally responsive teaching, working with Somali Students, mind set, college readiness, bullying, pipeline to prison, and team development	100 teachers and 3, 710 students
LEAP Academy, St. Paul	Presentation to Math Master Students	60 students and teachers received training
Hancock -Hamline Collaborative Magnet	Two training for Students in Work study program- Cultural Competency	50 students received training

<i>District(s)/Organization/Schools</i>	<i>Training/Activity Timeline:</i>	<i>Participants Impacted</i>
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Como Senior High School	Presentation to students	2 teachers and 25 students received training
Interfaith Outreach and Community Partners	Planning meetings and On-site professional development training for preschool teachers	18 teachers, 4 directors and 5 partners received training
St. Paul Public School Foundation	Planning for Cultural Competency Training for Team and partners	Meeting with top two administrators and three staff
Friendship Academy, Minneapolis	2 trainings for teachers and one parent academy	15 teachers and administrators received phased training And 50 parents received training
Minnesota Department of Education Parent Engagement workshop	6 Planning meetings and the workshop	administrative staff, assistant commissioner and the Humanities Center staff
Minnesota Department of Education Parent Engagement Framework meetings	8 planning meetings	Assistant Commissioners, CEUT staff and Grant consultant
Northwest Suburban Integration District	<p>Power of Cultural for Academic Achievement</p> <p>Comprehensive professional development, Summer Institute on ULF, Poverty, Culturally Responsive Curriculum, standards & language</p> <p>Provide services to develop the Multi-cultural Center</p>	150 teachers from 10 participating districts
Hazel Park Academy	Instructional materials and design training to develop a special education model for the school. On-site professional	20 teacher and staff participants Impacting 135 students

	development to prepare staff to work more effectively with students in complex social situations from diverse backgrounds. CEUT mentor relationship	
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2. Seminars, Workshops, Conferences, Institutes/Academies

District(s)/Organization/Schools	Training/Activity Timeline:	Participants Impacted
Minnesota Association of Colleges of Teacher Education (MACTE)	Winter Conference- invited by Asst. Commissioner Chu for Parent Engagement training	64 Professors
YCC & U of MN	Presentation to Early childhood Providers through Minnesota	150 participants
Ed. Minnesota	Presented workshops on culture. Set up a booth to share information to Educators throughout Minnesota	2,000 Conference Attendees
Hamline University/CEUT	Training for minority college students interested in teaching as a profession	27 college students
SOAR (Students Opportunity to Achieve in Reading)	Celebration for students and families of SOAR Program at Hamline’s CEUT, held at the Center for Families	25 parents and students
Givens Foundation Symposium	Four planning meetings for Givens Foundation Symposium at Open Book.	7 foundation board members and community members
University of Minnesota STEM-	Presentation, Addressing the Needs of Urban Learners Through Service-Learning	400 teachers and professors as conference participants
Minnesota Name Conference	Co-Facilitation of Conference	231 teachers and administrators
Universal Peace Foundation	Co-facilitation of Conference	122 teachers
Givens Foundation Conference	Co-facilitation of Conference and presentations –host of Dr. Geneva Gay, cultural expert	500 teachers administrators
North St. Paul, Maplewood, Oakdale (NSPMO) Rotary	Presentation on CEUT programs and outreach	50 members

Hmong Community Partnership	March Community Conference participant and presenter	300 Hmong Community Members
CEUT/Phyllis Wheatly Community Center Grant Partnership-includes: --LDA MN --Minnesota Reading Corp --Minnesota Math Corp --Bethune Community School --Northpoint Health and Wellness --Stages Theater Company --Children's Dental Services --Washburn Center for Children	Draft- full service school design for Bethune Community School creating both academic and health avenues for students and families.	Bethune's 455 students, families, and 30 staff 8 Partner Organizations and 25 staff
Minnesota Literacy Council	Dispersing Children's Books to Community Partners	350 books to Hamline Summer Literacy Participant teachers and administrators 500 books to Partnership Academy School
National Dropout Prevention Center Annual Conference	Presentation in Myrtle Beach South Carolina February 18, 2012	175 teachers and administrators
Missouri State University	Annual Conference Beyond the Borders: The Future of Service-learning March 6, 2012	60 participants
National Forum on Dropout Prevention for Native and Tribal Communities	Phoenix Arizona April 15-18, 2012	75 participants
International Center for Service Learning in Teacher Education	Duke University June 21-25, 2012	125 participants

3. Certificate Course Study

District(s)/Organization/Schools	Training/Activity Timeline:	Participants Impacted
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Hamline University	Six Certificates in Urban Teaching Certificate graduate courses offered through at Hamline University each semester. Anti Racism Study Circle Course added to urban certificate.	25 participants
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4. Parent Academies

District(s)/Organization/Schools	Training/Activity Timeline:	Participants Impacted
Friendship Academy	September 2011	50 students and families
St. Paul City School	October 2011	60 students and families
Crossroads Elementary School	November 2011	50 students and families
Crossroad Elementary School	March 2012	15 students and families
LEAP Academy	May 2012	75 students and families
Bethune Community School	May 2012	5 students and families

2012-2013 Sub-goals

1. Conduct no fewer than 10 parent academies for schools and community partners.
2. Conduct no fewer than 10 cultural competency trainings for schools and community partners.
3. Partner with the National Dropout Prevention Center to write and distribute a book on CEUT model of parent engagement.
4. Host ELITE academy at Hamline University with at least 45 students.
5. Host no fewer than 3 AVID student group visits for college access.
6. Conduct at least 2 MTLE trainings for pre-service teachers.
7. Provide scholarships in the Urban Certificate for at least 20 students.

Summary

The Center for Excellence in Urban Teaching is building positive outcomes by preparing teachers and educators to work with and within complex social and socio-economic situations and recognize learners as diverse, capable, self-motivated and resilient. Thank you for the privilege and the opportunity to continue to serve educators in Minnesota.

Respectfully Submitted,



Dr. Jean R. Strait
 Professor and Executive Director
 Center for Excellence in Urban Teaching
 Hamline University



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Graduate School of
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School of Education

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Chair, Senate E-12 Education Finance Division
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Dear Senator Wiger and Representative Marquart:

Thank you to the Legislature for its support of the Collaborative Urban Educator (CUE) program at the University of St. Thomas through the Collaborative Urban Educator grant program during the FY 2012-2013 biennium. I write to report to you on the program's progress as required by the 2011 appropriation.

The CUE program prepares experienced, broadly educated persons who are from ethnically, culturally, and linguistically diverse backgrounds or have experiential and special backgrounds that help them relate to the particular needs of urban and urban-like learners and the challenges of teaching in urban and urban-like schools in Minnesota. Through its supportive cohort model, the University of St. Thomas' CUE program has been a particularly successful and direct way to increase the number of persons of color in the teaching profession.

The current grant funds are dedicated to preparing individuals for a teaching license in special education. The special education license is a high-need license area and of particular significance due to the high number of children of color served in special education. Approximately 20-21 months of the CUE special education coursework is completed within the two-year grant period. This timeframe places new teachers in the field quickly.

Using the “grow your own” philosophy, the CUE program seeks students who live in and intend to stay in Minnesota. In the 2011-2013 years of this grant, the University of St. Thomas has recruited a diverse cohort of 22 participants to take graduate-level special education coursework during the 2011-12 and 2012-13 academic years. Of the 22 participants, 11 are African Americans. All participants have experience working with urban children and in urban settings, and most are already paraprofessionals or regular education teachers in district and charter schools. Upon completion of the program in May 2013, the participants will earn a special education teaching license, academic behavioral strategist.

The state funding is being used to support three program goals:

1. To support the CUE Special Education Preparation Program to license a cohort of participants
2. To monitor the impact and retention of CUE alumni through electronic and personal mentoring and networking
3. To continue research and follow-up studies and dissemination of results related to recruiting and retaining educators appropriate for urban and urban-like settings

To raise awareness of the CUE program and recruit students, we shared information with metro area school districts, placed ads in ethnic media outlets, and relied on our extensive CUE alumni network. Despite the short timeframe due to the 2011 government shutdown, we recruited a cohort of 22 participants. The state funding covered the cost of instruction while participants covered the cost of textbooks, tests and materials.

The CUE program monitors the impact and retention of CUE alumni through electronic and personal mentoring and networking. There are 366 graduates of the CUE program, 85% of whom are persons of color. Approximately 67% of alumni serve in Minnesota schools (24 school districts, 14 charter schools, and three private schools). As of 2012, 75% of alumni are still working in education. This retention rate is much higher than the average retention rate in urban and urban-like schools.

The CUE program is also working to fulfill its goal of supporting research and information dissemination. For example, the program is following up on its 2010 study of CUE alumni’s leadership activities within the education field. The study found that CUE alumni have not only ventured into administration but have also started new schools at home and abroad, designed a national science curriculum at NASA, built strong relationships with students through their involvement with programs and competitions such as Girls Moving Forward, Ladies of Edison, Lego League, and Destination ImagiNation. We also found that CUE alumni value continuing education, and many have earned master’s, education specialist, and doctorate degrees. Some alumni have even been nominated as teachers of the year.

University of St. Thomas
Collaborative Urban Educator (CUE) program
Page 3

Our most recent report to the Minnesota Department of Education has been appended to provide even more detail about our program. Thank you for your past support of the CUE program at the University of St. Thomas and our work in preparing highly qualified teachers for urban and urban-like settings. I am prepared to answer any questions which you, your committee colleagues, or your staff may have.

Sincerely,

A handwritten signature in cursive script that reads "Jeanne Mortinson".

Jeanne Mortinson, Ed.D.
Director, Collaborative Urban Educator Program
University of St. Thomas

Enclosure

**UNIVERSITY OF ST. THOMAS
INTERIM REPORT**

**Collaborative Urban Educator Expansion Project
For Special Education Licensure
June 2012**

Submitted by

Dr. Jeanne Mortinson, Project Director
To the
Minnesota Department of Education
July 2012

For additional information, please contact Dr. Jeanne Mortinson
651-962-4659
jmmortinson@stthomas.edu

INTRODUCTION TO THE 2011-2012 INTERIM REPORT

I am pleased to present this interim report detailing the implementation of the Collaborative Urban Educator Expansion Project for Special Education funded by Minnesota state legislative action in 2011. The report is submitted to the Minnesota Department of Education in compliance with the Department grant contract.

The report is divided into three sections:

Section I Historical Background Information: summarizes the origins and need for the expansion of the Collaborative Urban Educator Program (CUE) Special Education Project, and outlines the program work plan- goals, activities and estimated timelines for 2012-2013.

Section II Evaluation Outcomes: describes what has been accomplished as a result of the 2011 legislative initiative that supported continued expansion of CUE efforts. The section includes project activity and progress related to the project's goals.

Section III List of Separate Attachments: lists selected supporting documentation sent as separate attachments along with this main document.

Thank you to all who continue to make this Project a reality!

Section I: Historical Background Information

The Collaborative Urban Educator Program (hereafter referred to as CUE) was designed in response to a 1990 Minnesota legislative initiative, M. S. 125.188, (now named M. S. 122A.24) as implemented by the Minnesota Board of Teaching. The legislation called for pilot programs to design, implement, and evaluate alternative routes to teaching licensure. CUE, created collaboratively by persons from Saint Paul and Minneapolis Public Schools and the University of St. Thomas, was one of two sites in Minnesota selected by the Board of Teaching to receive grant money from the State in 1991. The intention of the legislation was to increase the number of teachers from underrepresented populations in the State.

The grant for alternative routes to licensure from the Board of Teaching served as a catalyst for exploring unique, collaborative approaches to the increasing challenges faced by the urban school districts. During several months of joint planning, the Collaborative Urban Educator Program (CUE) model was developed as a non-traditional elementary licensure program designed to prepare carefully selected, post-baccalaureate persons for teaching in urban settings. CUE was an outcome based, personalized, graduate cohort model designed to provide a dignified transition from other careers into the teaching profession. The program was intended to prepare persons whose racial, cultural, and/or experiential background would help make them effective Urban Educators in Minneapolis or Saint Paul elementary school settings. Alternative route to license participants took a combination of graduate coursework, seminars, and full time internship in the schools to complete a teacher preparation program within one year.

The CUE program's alternative routes to licensure project recruited twelve cohorts between 1991 and 2003. CUE combined on-campus and on-site coursework (which candidates have the option of applying towards a Master's degree) and on-site supervision, peer coaching and professional development. CUE 1 through 10 Urban Educators, after being recommended on each of the program outcomes, received a Minnesota 1 - 6 teaching license. CUE 11 and 12 completers earned Minnesota K – 6 Elementary with a 5 – 8 Specialty licenses. All completing CUE 1 through 10 Urban Educators were offered positions in their host district. Most of the CUE 11 and 12 completers were offered contracts.

The CUE Alternative Route to Teaching and Expansion (CUE EX) Project

Based on the initial success of the CUE program from 1991-1996, and responding to initiatives from University of Saint Thomas President Dennis Dease, the University and School District Government Relations Offices, and Senator Lawrence Pogemiller, CUE Coordinators prepared a proposal to expand CUE. Senator Sandy Pappas and Representative Matt Entenza sponsored bills in their respective houses to fund CUE and the CUE expansion. A fully funded proposal emerged for the 1997-1999 biennium. The CUE program included CUE Alternative Route to Licensure, CUE Expansion cohorts taking all graduate coursework in elementary K-8 licensure preparation and Special Education cohorts. In 1999 Legislators Alice Seagren, Harry Mares and

LeRoy Stumpf supported a joint bill for the University of St. Thomas, Hamline, and Concordia to prepare urban teachers from diverse backgrounds..

During the 2003 legislative session the CUE program lost some funding due to difficult economic times. However CUE funding allowed the Special Education licensure program to continue.

With the CUE Special Education expansion project, Minneapolis and St. Paul and the University of St. Thomas initially invited suburban districts to participate in the efforts: Brooklyn Center, Hopkins, Roseville, North St. Paul/Maplewood/Oakdale, Columbia Heights and the East Metropolitan Integration District. The districts were selected to participate based on need, past cooperation and working relationships, demographics, willingness to participate at an implementation level, a fit with the legislative intent to pilot a CUE format beyond the Twin Cities, and a fit in philosophic grounding. However, in the difficult economic environment, districts were forced to reduce their teaching staff. It made it much more difficult for participating districts to specify which Special Education licenses would be needed. As a result the CUE program opened participation to all districts and schools in Minnesota. Also, as more metro-area and rural school districts have had an increasingly rich and diverse mix of students and a subsequent compelling need to increase the numbers of educators who could relate positively to the changing issues of the student population, the Collaborative Urban Educator Expansion Project offered the potential opportunity for increasing the pace of change toward diversifying their staffs. CUE participants were asked to seek employment in any district or school in Minnesota and give back four years of teaching in exchange for the CUE grant opportunity.

For the University of Saint Thomas, participation related to its intention to promote diversity in its student body, faculty, and staff, and to act on its commitment to social justice. The University of St. Thomas' CUE Program has been a particularly successful and direct route for getting persons with diversity into the teaching profession.

2012-2013 Work Plan: Goals, Activities, Outcomes, and Estimated Timelines

The \$328,000 (FY 2012 \$164,000 and FY 2013 \$164,000) will be used for the following three project goals. The Collaborative Urban Educator (CUE) Program at the University of St Thomas prepares experienced, broadly educated persons from underrepresented populations who are from ethnically, culturally, linguistically diverse backgrounds or have experiential and special backgrounds that help them relate to the particular needs of urban and urban like learners and the challenges of teaching in urban and urban like schools in Minnesota.

Goals and Activities

Goal One: Support the CUE Special Education Preparation Program to license a cohort of up to 25 participants

Recruit and prepare up to 25 people from area schools and metro communities who are persons from underrepresented populations with ethnically, culturally, linguistically diverse backgrounds or have experiential backgrounds to help them relate to the particular needs of urban and urban like learners. Known as CUE SPED 7, the cohort

participants begin licensure coursework in Fall 2011 and conclude coursework Summer Session 2013. Additionally, the CUE Program will engage in discussion with ESL faculty to explore a potential future CUE cohort in an ESL endorsement license.

Activity 1.1 CUE Program Recruitment: Information on Special Education licensure offerings and application on website

Outcome: website application materials and information

Timeline: July-August 2011

Activity 1.2 Recruit Cohort 7 participants via inquiry email lists and CUE alumni, community members and organizations

Outcome: emails and phone calls

Timeline: July-August, 2011

Activity 1.3 Partner between St. Thomas Special Education Department to interview and select participants for a license in Special Education

Outcome: CUE and St. Thomas Department of Special Education identify up to 25 participants from pool of applicants

Timeline: August 2011

Activity 1.4 Offer Special Education coursework beginning Fall 2011 to CUE SPED 7 cohort members

Outcome: Schedule of coursework for Fall, J-Term, Spring semesters for 2011-2012 academic year, Summer, Fall, J-Term, Spring semesters 2012-2013

Timeline: September 2011–June 2013

Goal Two: Continued Support of Retention Efforts

Continue to monitor the impact and retention of CUE alumni through electronic and personal mentoring and networking.

Activity 2.1 Identify CUE alumni in metro area school districts for their current teaching or leadership positions

Outcome: Updated CUE alumni list by district, position and email address

Activity 2.2 Network electronically with ongoing news and information to updated CUE alumni distribution list

Outcome: Email communication on relevant information to CUE alumni

Timeline: ongoing throughout grant period July 2011 – June 2013

Activity 2.3 Network with CUE reunions for continued communication, mentoring, networking among alumni, provide information on additional advanced degrees and opportunities to partner with St. Thomas

Outcome: Reunions held once per year

Timeline: Special invitations to fall and spring semester Open Houses at St. Thomas

Goal Three: Continued Support for Research and Information Dissemination

Continue research and follow-up studies and dissemination of results related to recruiting and retaining educators appropriate for urban and urban-like settings.

Activity 3.1 Follow-up study of 2010 survey study on CUE alumni with emphasis on individual interviews regarding teaching practices and leadership in urban and urban like settings

Outcome: Focus groups

Timeline: Spring semester 2012-June 2013

Section II Evaluation of Outcomes

The CUE Program has granted 377 licenses in elementary, secondary or special education since 1992. As CUE prepares for another cohort during the 2012-2013 biennium, the program is aware of the significant role it plays as a model for bringing urban experienced and diverse persons into the teaching profession. CUE alumni are our best source of new participants, bringing hundreds of inquiries each year. Information is easily accessed on the CUE website during our recruitment time. The Special Education license is a high need license area in metro school districts and of particular significance for the high number of children of color served in Special Education. The approximate 20-21 months of Special Education coursework is completed within the two-year grant period. This timeframe places new teachers in the field quickly. Using the “grow your own” philosophy, the CUE Program seeks people who live in and intend to stay in the Minnesota. Retention in the education profession is very high for CUE alumni (76% retention versus national attrition rates of 50% in urban settings within the first five years of teaching). CUE surveys and interviews identify ways in which CUE participants are well prepared for leadership in teaching and administration. CUE alumni are now in over 115 schools in Minnesota serving as teacher leaders, principals, assistant principals, and district level administration.

Goal One: Support Special Education Preparation Program

Activity 1.1 The CUE Program continually attempts to refine the information in the CUE Program Brochure or website. The program uses feedback from applicants on the helpfulness of the detailed information on the Special Education licensure offerings, the admission criteria, testing information, application materials and the website as a venue for providing quick and easy access to information.

Measured outcome:

Feedback from participants on CUE Application material on website: there were no reports of issues from any applicants regarding the use of the application form. The application form along with most “frequently asked questions” information on the program serves to give a very helpful overview of the CUE SPED program. The application form and MFQ are Documents 1.11

Satisfaction Survey of completing cohort participants: Jeanne Mortinson met with completing cohort members from CUE SPED 6. As always, in this survey and in previous surveys, program elements receiving particularly high praise from participants include the personalized nature of the experience, strong support and friendship of cohort colleagues, high level of organization, expectations are clear and timely, programs’ rigor and high level of academic challenge, integration of academic and “practical” elements throughout the programs, and quality of faculty. A summary of their statements is Document 1.12

Activity 1.2 The CUE Program uses its extensive CUE alumni network to “pass the word” along to communities of color and organizations, uses metro media (Ads in local ethnic newspapers, local ethnic radio station) to alert the many ethnic, cultural and racial

groups living in the metro area. Local metro school districts are alerted because many potential applicants are school district employees. The response is overwhelming with the number of applicants usually 2-3 times the number that can be accepted.

Measured outcome:

Ads, emails, number of applicants: The 2011 legislature impasse created a very tight timeline for recruiting the next CUE SPED cohort. Recruiting was limited to a month timeframe using our extensive CUE alumni network, and network of area school district personnel, mentors and principals resulted in 300 + phone inquires and emails. Interviews for 31 applicants were held in August 2011.

Activity 1.3 CUE and the Special Education Department work together as an interview team to review applications and jointly select participants for the CUE Special Education licensure cohort.

Measured outcome:

interviewing dates, materials, and list of accepted participants: The interviews took place at the University of St. Thomas' Downtown Minneapolis Campus on August 18, 19, 22, 23, 24, and 25. The three member interview/selection team members (Jeanne Mortinson, Terri Vandercook, SPED Dept. chair, and Barbara Stahl, SPED faculty) met on August 26 and selected 23 people to participate in the CUE SPED 7 cohort. The participants met on August 30 for a CUE Program Orientation. Of the cohort of 23, two have withdrawn. One participant was overwhelmed with also being a first year teacher and the second participant was dealing with a family tragedy. The cohort list of the original 23 members is Document 1.3

Activity 1.4 CUE SPED 7 cohort members participate in coursework from Fall 2011 through June 2013

Measured Outcome:

Schedule of coursework for 2011-2013 Document 1.4

Activity 1.5 Discussion with ESL faculty regarding a future CUE ESL cohort endorsement license

Measured outcome:

Discussion notes, dates and faculty involved: As our academic year began, it became apparent that costs associated with hiring faculty to teach SPED related courses would be more expensive as more full time faculty were needed to support and teach newly designed SPED courses that were being taught for the first time to the CUE SPED 7 cohort. This became a limiting factor in proceeding with discussions with ESL faculty member, Michael Bowlus, regarding ESL cohort endorsement license opportunities within this two year grant period. However, a joint meeting with Special Education and Teacher Education departments on March 12, 2012 provided time to exchange ideas on offering an ESL minor for graduate and undergraduate teacher education students.

Goal Two: Continued Support of Retention Efforts

Continue to monitor the impact and retention of CUE alumni through electronic and personal mentoring and networking.

Activity 2.1 CUE Alumni are surveyed yearly to identify schools they are current teaching in or hold leadership positions in

Measured Outcome:

Updated CUE alumni list by district, position and email address: Document 2.1

Activity 2.2 An updated Email list allows the CUE program to network with CUE alumni on opportunities, ongoing news and information in their districts, mentor each other as they advance their careers in education.

Measured Outcome:

Email communication on relevant information to CUE alumni: Document 2.2 on SPED Information Sessions and Signature Events sent to CUE alumni

Activity 2.3 The CUE Program provides email listings for continued networking among alumni, provide information on additional advanced degrees and opportunities to partner with St. Thomas

Measured outcome:

Email lists, information on those seeking advanced degrees or partnering with St. Thomas in a variety of capacities: Jeanne Mortinson had discussions in 57 emails with CUE alumni this past year regarding additional career opportunities within the field of education. Over 200 CUE alumni are currently on email. 20 of our most recent graduates from CUE SPED 6 have been in communication this past year with Jeanne Mortinson regarding the completion of their Masters Degree.

Goal Three: Continued Support for Research and Information Dissemination

Initiate and continue research, assistance with other state initiatives, and dissemination of results related to recruiting and retaining educators appropriate for urban and urban-like settings.

Activity 3.1 Follow up on the 2010 survey study on CUE alumni with an emphasis on focus groups, newsletter for alumni and presentations

Measured outcome:

Focus group results, newsletter, presentation materials: Document 3.1 on Alumni News

Section III List of Separate Attachments

Goal One: Support Special Education Preparation Program

Activity 1.1 Document 1.1 The CUE application form and MFQ

Activity 1.12 Document 1.12 Feedback from completing cohort participants

Activity 1.3 Document 1.3 Cohort list of CUE SPED 7 members

Activity 1.4: Document 1.4 Schedule of coursework for 2011-2013

Goal Two: Continued Support of Retention Efforts

Activity 2.1: Document 2.1 Updated CUE alumni list by district, school, position

Activity 2.2: Document 2.2 on SPED information sessions and signature events sent to CUE alumni via email

Goal Three: Continued Support for Research and Information Dissemination

Activity 3.1: Document 3.1 on Alumni News



UNIVERSITY *of* ST. THOMAS

College of Applied Professional Studies

Graduate School of Professional Psychology

School of Education

CUE SPECIAL EDUCATION LICENSE PROGRAM APPLICATION

Application Deadline: August 22, 2011

Admission Requirements for the CUE program:

- **Application**
- **Official transcript(s)**
- **Current Resume**
- **Personal Statement**
- **Two Letters of Recommendation**
- **If first time licensure:**

**If accepted, confirmation of registration for the
MTLE Basic Skills during the Sept, Oct, or Nov,
testing window**

- **If currently licensed:**

Copy of license

***If accepted and your cumulative GPA is between 2.75 and 2.99, then your first nine credits must be a B+ or better; if below 2.75, you must agree to take the GRE**



UNIVERSITY of ST. THOMAS

College of Applied Professional Studies

CUE APPLICATION FALL 2011

Application Deadline: August 22, 2011

Special Education Licensure Program beginning September 7, 2011

Name (Last, First, MI, Former)		Date of Birth (optional)	
Home Address			
City		State	Postal Code
Home Phone	E-mail		
Please indicate your status: r U.S. Citizen r Permanent U.S. Resident			County of Residence
Are you legally authorized to work in the U.S.? r Yes r No		Country of Citizenship	
Employer		Position	
Work Address			
City		State	Postal Code
Work Phone	Preferred Address	r Home	r Work
	Preferred Phone	r Home	r Work

Are you fluent in a language other than English? Yes _____ Language

No

Do you have a valid or renewable educational license from any state?

Yes No If yes, indicate state _____

File No. _____

Current Licensure Area: _____

PREVIOUS EDUCATION - Undergraduate and Graduate official transcripts

1. Institution Name

City	State	Country
Major	Degree Sought	
Degree Received <input type="checkbox"/> Yes <input type="checkbox"/> No	Years Attended	

2. Institution Name

City	State	Country
Major	Degree Sought	
Degree Received <input type="checkbox"/> Yes <input type="checkbox"/> No	Years Attended	

3. Institution Name

City	State	Country
Major	Degree Sought	
Degree Received <input type="checkbox"/> Yes <input type="checkbox"/> No	Years Attended	

I certify that the information I have provided on this application and all other admission materials is complete, accurate and true to the best of my knowledge. I understand that application materials and all supporting documents become the confidential property of the St. Thomas admissions office and cannot be returned to the applicant. I understand that I have an obligation to teach in a Minnesota School District upon completion of the CUE Special Education Program.

My signature below indicates I intend to teach in a Special Education licensed field in a Minnesota School for a minimum of four years.

Signature

Date

Email, Mail, or Fax all applications directly to:

**Jeanne Mortinson, CUE Program Director
University of St. Thomas
MOH 217, 1000 LaSalle Ave
Minneapolis, MN 55403**

Email: jmmortinson@stthoms.edu; FAX 651-962-4744; Phone: 651-962-4659

CUE SPED 7 Most Frequently Asked Questions (And our best answers at the moment!)

What Special Education license am I earning through the CUE Program?

We hope to offer one of the newest Special Education licenses that allows you to work in all areas of Special Education. Within five years you add your own specific Special Education license such as EBD, DD, LD, etc. by taking an additional three or so courses.

When will I find out if I am accepted into CUE SPED Program?

We will make our decisions by August 26. You will be contacted via your email to let you know our decision. If you are accepted into the program we will have an Orientation on Tuesday, Aug. 30, 5:30-7:30pm in Opus Hall room 326. We will review goals of the CUE program, discuss the licensure coursework sequence and handle any additional program elements at that time such as textbooks to be purchased, parking information, deferring loans, policies, student ID, etc.

How many people can you accept into the CUE SPED Program?

Our funding generally allows us to accept a group of about 20-25 people.

If accepted, what courses do I need to take and how do I register for courses?

The CUE Program has a set schedule of courses and you follow the sequence. The CUE Program will assist you in registration. The CUE participants use a paper based registration form every semester. Jeanne Mortinson will coordinate this process. Everyone begins and ends the program in the same timeframe. Everyone starts in fall 2011 and finishes by end of summer session, 2013

If accepted, when do we start classes?

Fall semester 2011 begins September 7 and ends December 21. Courses will be on the Minneapolis campus of UST. For fall semester you will take two SPED courses on two evenings.

Everyone will take SPED 714 Collaboration Skills that meets on Thursdays from 7:15-9:45pm.

Everyone will also take SPED 750 Survey of Exceptionality. You may chose to take it on either a Wednesday or Monday evening.

SPED 750.01 meets Monday evenings from 4:30-7pm,

SPED 750.02 meets Wednesday evenings from 7:15-9:45pm

J Term 2012 If you do not have a teaching license-

If you do not have a standard teaching license you will take one of the education courses in J Term 2012. The dates and times are usually a combination of a weeknight class and a Saturday daytime class each week of January. Specific dates and times TBA.

If accepted and I don't have a teaching license, what are the requirements?

- 1) There are four education courses required that you take January term 2012, spring semester 2012, January term 2013, and summer 2013. You also complete a Standards of Effective Practice Portfolio at the end of your program. This is in addition to a Special Education portfolio.
- 2) Prior to your final clinical practice (Spring semester 2013) you must complete two field experiences (60 hours total) in **regular education** classes. These field experiences are related to work you are doing in two of your education courses, TEGR 510 Education's Place in Society and TEGR 530 Psychology of Teaching and Learning. **Some prior experience** working in regular classrooms might be used to fulfill the field experience requirements. You will work with Jeanne Mortinson on waiving field experiences. Field experience will probably require time off from your job (using your vacation or leave time). Field experience must include experiences with diverse populations and different age groups (elementary, middle and secondary). More discussion on the field experiences during orientation.

If accepted and I already have taken some courses that are similar or the same as what you offer, can I have them count toward licensure?

You will work with a Special Education faculty advisor to determine if you think you have taken similar Special Education courses elsewhere. Work with Jeanne Mortinson regarding teacher education courses you would like to have waived. Keep in mind that all of our courses are graduate level courses. Waived undergraduate courses will not count toward a Master's.

Do I have to do a full time, full semester student teaching as part of my licensure program?

Yes, the final clinical practice (actual work with special education students) is completed in the final spring semester of 2013. You will work with your assigned advisor to determine when and where you complete the final clinical practice. The clinical is full time, unpaid and usually requires a person to take time off from work (using vacation or leave time from your job). Some CUE SPED candidates who are in a special education position in a school district may be allowed to complete their clinical on the job. Approval from the St. Thomas Special Education advisor and the school district is required for all situations.

Leaving your job to complete the final clinical can be very costly. Some people look for a job in a school that allows them to be in a special education setting and possibly use the setting to complete the clinical. It is up to the St. Thomas Special education faculty and the school district to jointly approve any setting for a clinical. Other people take out a loan to cover living expenses that may be forgiven if you teach in Special Education licensed position for a given amount of time. The federal loan forgiveness program for teachers may be an option for you. Go to <http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelstaff.jsp> for the federal loan forgiveness program for teachers. Be aware that the TEACH grant cannot be used until you have finished your licensure program and are actually transferred to the Master's program.

Can I take other sped courses outside of my license area at the same time I am taking CUE licensure classes?

We do not advise this for two reasons:

- 1) This is a very rigorous, fast paced program
- 2) You are taking at least 6 credits each semester and this is considered full time
- 3) At St. Thomas you cannot be in two degree programs at the same time

Can I use the credits I earn in the licensure program as part of a master's in special education?

Yes, while in this program you are enrolled in a "licensure only" program. When you are finished with licensure you can apply to the master's program and transfer the licensure courses into the Master's. The expectation is that you will earn at least a 3.0 in your graduate licensure courses.

What happens when I complete the program?

It is important to remember that you are giving back to our Minnesota schools. By spring of 2013 you begin applying to schools and districts in the state of Minnesota. You begin teaching in one of them for four years in a SPED licensure area. CUE has worked with a number of school districts in the metro in particular. We give them your contact information. There is also a job fair in the spring of 2013 that we encourage you to sign up to attend. A number of our metro area school districts actually hold interviews at the job fair.

Are there additional tests after I am accepted into the program?

In addition to any tests you are required to take for admission to St. Thomas such as MTLE Basic Skills tests or the GRE (for a GPA lower than 2.75) all candidates for the Special Education license must take a Special Education Core content test and, if you are earning your first teaching license, a pedagogy test is also required. The Special Education core content and Pedagogy tests are taken toward the end of your licensure coursework (J Term or Spring 2013 or very early summer 2013).

COLLABORATIVE URBAN EDUCATOR PROGRAM

SPED Program Feedback

2011-2012

CUE program feedback informs the program on how well it is accomplishing its goal of bringing diversity into teaching via a cohort model and a two year set of licensure coursework. Eleven people responded to feedback questions regarding their recent completion of the CUE Special Education program. The following is a summary of their written statements on the CUE program they participated in from the CUE SPED 6 Cohort 2009-2011.

SPED Program Feedback

What has worked well for you during the CUE SPED program?

What has not work well for you during the CUE SPED program?

What has been the best part of the CUE SPED program for you?

What has worked well for you during the CUE SPED program?

I felt like the CUE program was a wonderful experience. It provided an amazing opportunity for me to pursue my passion of Early Childhood Special Education while working toward my initial teaching license. I feel like my growth through the program was academic, but I also grew tremendously as a person and gained a better insight into the type of person and educator that I want to be throughout my career.

The CUE licensure program provided the courses necessary to obtain my license. I felt like the courses provided meaningful information that was purposeful for ground knowledge of the field as well as applied the information in a practical manner.

I am extremely satisfied with the ability to apply the courses that I've taken through CUE to my Master's degree. The program has laid a solid foundation for me to continue with in order to complete my Master's, which I am currently in the process of doing. If the CUE courses had not provided such a solid foundation, I do not believe that I would have been as diligent about continuing my education and completing my Master's degree.

I feel so fortunate that I was able to have Barb Wolfe as an advisor for the two years that I was in the licensure program. She made sure that I knew she was available to talk to and that she was there to support me in my academic career. She encouraged me when I felt like things were becoming too overwhelming and she has consistently told me that she believes in me as an educator. She always wanted to make sure that we fully understood the course content and she pushed us and challenged us toward a path of success. I truly feel like without her support, I would not have continued with the program and would not be as confident as I am now. I actually just ran into Barb on my way to my CUE exit interview and she extended herself to me, yet again, and offered to be a reference for me during my job hunt. She said that she wants to make sure that people know what a great educator she sees in me – and that meant so much to me to hear that from her.

..... Jeanne has extended herself to me and to our cohort – ensuring that we have the information that we need and reminding us that she is here to help us if we need help with anything. Jeanne has been such a great source of information and support. She has been a support system that has encouraged us to stick together as a cohort and has taken great care to ensure that all of us are on track. When circumstances changed and people felt overwhelmed, Jeanne was always willing to talk with us to find a plan that would work for us. She really was like the mother hen to our cohort and I definitely knew that I could go to her if I ever needed

anything.

I would not have been able to participate in this program without the tuition assistance that the CUE program provided. For many years, I had thought about the St. Thomas Master's program but was not able to afford the tuition. This program and opportunity allowed me to pursue my dream of becoming an ECSE teacher.

When I initially started the program, I never imagined what strong friendships and connections I would form with my cohort family. It's amazing to me how this group of strangers came together, supported each other, and really became a cohesive family. I felt like having the bonds with my cohort really helped me to get through the physically, mentally, and emotionally intense program. I feel like I couldn't have asked for a better group of people to go through this experience with.

I felt like the coursework really prepared me for my student teacher experience and for a career in ECSE. I learned a lot of information that provided a solid foundation for my career and I was challenged to apply that information in a practical way throughout the courses. Barb taught most of my ECSE classes and I felt like she really pushed us to go beyond the text and the course materials and to get out in the field and practice what we were learning. At the time, I felt like the field experience was an added burden because it required so much extra time outside of the classroom (time that I had very little of!); however, in retrospect, I am so grateful for those hands-on experiences!

My field experiences were wonderful! I trusted Barb to arrange placements for me that she thought would fit my personality and teaching preferences, and she did a remarkable job! My early intervention birth to age three experience was my favorite. I was able to practice so many of the skills that I had learned in my coursework, as well as learn a plethora of new skills and information. It was the hands-on learning during my practicum that really helped me to gain a better understanding of child development and practicing family-focused intervention. My classroom experience with 3 to 6 year olds helped me to gain a better understanding of differentiated learning and also helped me to arrange a fully inclusive environment and curriculum. I gained experience with accommodations and modifications that will help me throughout my career.

The course schedule worked well for me. I was easily able to manage the evening course schedule and the times that the classes were scheduled were reasonable and allowed me to continue working full-time during the day.

I thoroughly appreciate all the support, the prompt feedback and open door policy that all UST advisors and Jeanne Mortinson especially offered. It worked well that all classes were mostly in the same locations and that our CUE peers had one class together at least once a semester. It also worked well that our professors were flexible, understanding and supportive, knowing we were all working adults.

Most of the CUE classes and CUE support.

Jeanne has been extremely helpful. Every time I've gotten overwhelmed she has assured me that everything will work out and not to worry. Jeanne has been right and everything has worked.

I truly appreciate the financial assistance for tuition.

Having a supportive cohort, understanding professors and making new friends

Ms. Neilsen-Gatti was always willing to help me and even put her hard work into getting me caught up on work when things came up in my life.

It was a very diverse group and I was able to get different views from others.

Being organized by having a daily planner and also working with classmates.

Dr. Shelley was knowledgeable, flexible, supportive but most of all she sent me positive energy during times in the program where I worried that I couldn't do it.

From the application process to applying for a license, Dr. Jeanne has been available and providing information and support. One component of her leadership that I found particularly astute is Dr. Jeanne's ability to recognize the diverse needs within the CUE cohort. She was flexible and open in the she moved the cohort through the program that was no easy feat being the group ranged in age from 26-55, have different abilities, ethnic backgrounds and passions.

Financial assistance- exceptional

It made all the difference in the world to work with a community of students to successfully meet CUE program expectations.

Dr. Jeanne was able to set up the program in a way that offered many opportunities for members of the cohort to support each other and be sure we were aware of the available St. Thomas resources.

Having a cohort that included other people of color

Tuition covered

Being able to transfer to the Master's program right away

The SPED advisors were very knowledgeable and easy to talk with, always willing to help out.

Jeanne always responded in a timely manner.

I would not be able to afford this opportunity on my own.

I have truly learned what it means to work in collaboration with others. I have gained friendships and working relationships through CUE that I would not have gotten on my own as an individual learner.

The structure worked well for me. There were very few surprises, Jeanne's willingness to meet us halfway or in some cases all the way to help us with the registration process, the instructors' willingness to work with me and encourage me

I grew a great deal. I learned to love our differences. People don't have to act a certain way in the classroom setting.

The order of the classes taken helped my learning curve. Each of the classes seemed to build on each other to the end.

The layout of the full program schedule was great

What has not worked well for you during the CUE SPED program?

It was really difficult for me to take the daytime summer courses during our first summer. I was scheduled to take two daytime courses, which totaled 4 days per week (M, Tu, W, Th). I work at a year-round school, which means that I work full-time during the summer months as well. It was extremely difficult and stressful during that time, trying to manage work, attending two classes, and managing the time/class work for the courses. It would have been much easier if the

courses were offered in the evening (like our other semester courses) so I wouldn't have had to take unpaid time off of work to take the classes. Additionally, it was extremely difficult to take time away from my job to do my practicum. 16 weeks of unpaid time off was a HUGE financial burden for my family. However, it was helpful to know about the requirement from the beginning of the program so I had time to come up with a plan to get us through those 4 months.

The location and time frames for the early classes were very hard to get to on time. The late classes were extremely hard when we ended at 9:45pm didn't get home until close to 11pm. Some courses had a lot of busy work which I felt wasn't necessary

It isn't that things did not work well it is just that I am exhausted, but satisfied.

The late 7:15 evening classes

Lots of paperwork or FBAs, IEPs, transition IEP, BIP, and overall observations

Putting things off until the last minute did not work well for me.

I am very confident that I will be able to finish the Master's program requirements in the next several months because Dr. Jeanne Mortinson clearly spelled out the next steps and made deliberate connections to both the people and resources needed to take the next steps.

I am thankful for the opportunity but the schedule is grueling

After reflecting over my time in the CUE program, I could not think of anything that did not work for me. The non-licensed folks were required to put in quite a bit more time, but that was part of the program and why we were all there in the first place. I will always remember the things I learned and my experiences in the CUE program.

The only class that did not work well for me was my adolescents class. We went over a lot of stuff with little time to ask questions. While we covered a lot, I don't think I am comfortable or knowledgeable in understanding the needs of this age of students. I think the end of the class was much more focused though. I thought the schedule was grueling, especially for the non-licensed people, but it was worth it.

Those of us who already had a teaching license had J Term off. Maybe we could have Autism training then.

Three classes in one semester, I nearly died. Plus I was a first year teacher.

Taking time out of my work schedule to work hands on with students was sometimes a difficult task. Most definitely benefitted from the experiences, however some of the assignments were very extensive and time consuming that took time away from my regular job.

The classes felt technical vs theoretical for a Master's level program. I would like more critical thinking. Too many texts, rote memory emphasized vs integration of critical thinking or course content.

What has been the best part of the CUE SPED program?

The cohort was the absolute best part of this experience. The people in the cohort became my family and I definitely would not have made it through the program without their continuous support and encouragement. I value their friendships and the relationships that I have with them more than anything!

The best part of the program was the constant support from the UST CUE staff and other cohort members. Also, the best part was meeting new people and professors that are knowledgeable,

passionate and dedicated to the education field and students. I enjoyed learning and expanding my knowledge in the education field. I feel more prepared, experienced and a better teacher now that I've completed my coursework. Regardless if I work within my general education class or find a sped teaching job, this experience has allowed me to become a better educator.

The best thing was developing life long relationships with my cohort, as professionals and family, my own cloud of witnesses

The courses I took with Bernie Anderson and Terri Vandercook (SPED714). I truly enjoyed creating my mission statement.

Being a part of a cohort and getting to meet and know great people along the way

The best component of the CUE program for me was having a group of folks/cohort to go through the classes with. Working full time in administration along with full time grad school was challenging and to have a host of people going through it with me really gave me the extra push, energy, confidence (helped me keep the faith) that I was not alone and I COULD do this. Another critical actor that I believe directly relates to the success of the program is waving tuition. Honestly, I would not have considered my teaching license without the state of Minnesota and St. Thomas working together to provide such an equitable opportunity.

Working with a community of students and staff (Jeanne and Shelley)

The financial assistance

St. Thomas mission worked really well for me. I did not buy in to it right away but as the program went on I saw how St. Thomas realized advancing the common good working skillfully and acting wisely . I can honestly say after I finish my last class for the Master's I will feel genuinely proud of being a St. Thomas graduate and honestly see myself advocating for the work that St. Thomas does within our community.

I really enjoyed the people that were in the program (faculty and students). There was a lot of support available whenever I needed it and that was invaluable. The faculty was very flexible and understanding of the full time working professional.

More to learn here for me

The best part was getting to know other professionals and building a bond with others that will be my professional peers for a very long time. To know that there are so many resources and that I am not alone in this journey was extremely helpful in the CUE program and will continue to the Master's program with UST. The professors that I had the pleasure to learn from were knowledgeable and professional. I learned an immense amount about my desired profession and am excited to put this into practice.

I really appreciated the overall academic professionalism at St. Thomas. I learned a lot about the importance of collaboration in the world of education. I really enjoyed the application assignments that each instructor included. Tis made me keenly aware of what I would be expected to do as an LD teacher. Writing a FBA, an IEP, and conducting research on reading have made me understand the process in a clearer way than just reading about it.

Professors who were able to connect theory and practice

Collaboration skills

The professors and classmates, no question about it. All the professors I had were very knowledgeable about the content they were teaching and had a strong passion for it. Many of my classmates I have met are now lifelong friends.

The best part was being able to complete the program in two years. The people I met were wonderful.

CUE SPED 7 Cohort Names and Background Information

Name	School, GPA, Major	Employment	License, recommendations
Blum, Joseph Ethnic/racial background: White	BA U of MN, 3.6, Youth and AfroStudies	SPED Assistant in River Bend Mpls. Schools Mpls. Kids Aid summer program Nanny Video & photography Teacher at Walker Art Center	Both recommendations from River Bend, Federal Setting IV, EBD, Mpls. Schools: Steve Bloden, SPED Teacher Chris Pagel, River Bend Administration
Clopton, Jason Ethnic/racial background: African American	BS U of WI-Stout 3.3 Criminal Justice and Rehabilitative Psychology	Mpls.. Schools Lucy Craft Laney Dean of Students Companion Housing Programs, Inc.- Program Specialist Nystrom & Associates- Family Support Services	David Branch, Principal, Lucy Craft Laney Elementary, Mpls. Schools Lauren Schmitz, SPAN Coordinator, Patrick Henry High School, Mpls. Schools
Conrad, Deborah Ethnic/racial background: African American	BA St.John/St.Benedict, 2.8, Psychology	Underwriter for Wells Fargo Personal Care Attendant Lead Teacher, KinderCare	Jennifer Whitehead, Upward Bound Director, St. Benedict/St. John's U Kristy Knudson, AME Community Services Director
Covington, Deborah Ethnic/racial background: African American	BA California Luthern, 2.30, Elementary Education	SPED Para in St. Paul Schools Teaching Specialist/Substitute at Harvest Prep Charter Senior Service Specialist at The Hartford	Two recommenders are from Expo in St. Paul Schools: Darren Yerama, Principal, Expo Elementary Charla Aliperto, 1/2 nd teacher, Expo Elementary Miata Foluke, 2 nd grade teacher, Harvest Prep Charter School and former CUE SPED
Carter Crawford, Valerie	BA Macalester, 2.48, English Two courses in UST MBA	MN Reading Corps, Finesse Cleaning Services,	Gary Schulte, retired, former employer or colleague knows of her work experience

Ethnic/racial background: African American	program	Associated insurance Agents	Rita Sandstrom, Choice Insurance agency
Ford, Judi-Ann Ethnic/racial background: African American	BA Southern U. 2.4, Music; M.ED U of MN Music Therapy	Music Therapist Youth Counselor, St. Joe's Music teacher, LA	Waive some Education courses since she has a Master's in Education? Doug Seiler, Principal, Excell Academy for Higher Learning Charles Lloyd, Professor and Chair, Dept. of Music Tamika Burns, Adjunct English Instructor, Selma U.
Galli, Cheri Ethnic/racial background: White	BS Mankato State, 2.96, Law Enforcement North Central U. 3.16 Master's program in Education Leadership – 12 credits –	School Resource Officer at Cooper High School since 2007 New Hope Police officer	Recommenders are from Cooper High School: Michael Favor, Principal Susan Manikowski, Assistant Principal Jamie Wood, EBD Teacher
Hill, William Ethnic/racial background: African American	BS Hampton U. 2.46 Marketing	TA Behavior Specialist at Maxfield School, SPPS	Enrolled in Urban Teacher Program at Metro State, has taken 4 education courses Brandi Sargent, 6 th grade teacher, Maxfield Elementary, St. Paul Schools Darius Lyles, TA Behavioral Specialist, Maxfield
Jones, Vena Ethnic/racial	BA St. Kate's 2.8 Business MBA St. Xavier 3.3 UST Special Ed. - 1 semester	Hamline U. Financial Aid Counselor Kaplan U. Financial Aid Counselor	Brian Hinrichs, Professor, Xaxier Marcia Phillips, Hennepin County Juvenile Detention officer Elan Crayton, manager, Kaplan U.

background: African American		Personal Care Attendant	Plus three other recommenders
Knighten, DeAndrea Ethnic/racial background: African American	BA Metro State, 2.53, English	Educational Assistant, SPPS at Washington Technology, Title I EA at Bush Memorial, Boys Totem Town EA, Johnson high School	Theresa Neal, Principal, Boys Totem Town and Juvenile Detention Center Cindy Hoppe, SPED teacher, Washington Technology magnet-Middle School growing into a high school, St. Paul Schools
Knudsen, Scott D. Ethnic/racial background: White	MED, DePaul U., 3.8, Education, BA Southern Illinois U., 3.2, Admin. of Justice	Middle School Teacher at New Millennium Academy, Middle and High School teacher at MN Transitions Charter, Middle School Teacher at Gruening Middle School in Alaska Junior High teacher at St. Maria Goretti K-8 School	Secondary teaching license in Social Studies Both recommendations are from Gruening Middle School, Alaska where Scott worked from 2003-2008. Bobby Jefts, Principal (no date on letter) Victoria Otte, Social Studies Dept. Chair, dated April 2007
Lockman, Clare Ethnic/racial background: White	BS U of WI River Falls, 3.34 5-12 Secondary Communication/Lit.	Teacher, Targeted and Cultural Services, Roseville Teacher, Upward Bound Sub. Teacher Community of Peace	Teaching license 5-12 Marie Anderson, SPED teacher, Community of Peace Academy and Former CUE SPED Peg Kennedy, Director, Targeted Services and Cultural Services, Roseville Schools
Muellenberg, Ross Ethnic/racial background: White	BA Bethel U, 3.8 Business Northwestern Theological Studies Luther Seminary	Catholic Charities, youth counselor St. Joe's Home, Youth Specialist Banyan Community, Youth Counselor	Teaching license 5-12 Business Education Both letters of recommendation are from Banyan Community: Sam Olson, Youth Development Director Joani Essenburg, Executive Director
Odima, Martin	BA U of MN, 2.56, Psychology	TA, EBD 5 th and 6 th graders at	Both recommenders are from Hancock

Ethnic/racial background: African American		Hancock Elementary , St. Paul Mentor Plus Program Midway Family YMCA AVID , Roseville Schools	Elementary, St. Paul Schools: Deborah Shipp, Assistant Principal Julie Fitzgerald, EBD teacher
Owens, Pamela Ethnic/racial background: African American	BS Northwestern, 3.3, Business Admin. Accepted at UST in MA Education	Jasmine Keller, trustee, Internal Auditor Citi Financial Account Investigator	Robin Crocket, business associate Marianne Vugteveen, Director of Special Ministries, Life Changers Church
Rockenstein, Sarah	BA U of WI 3.6 Journalism/English MED U of MN 3.9 Elementary Ed.	Learning Resource Teacher at Earle Brown Elementary 2 nd grade teacher in Columbia Heights 3 rd grade teacher in Mpls. Schools Coordinator for REM, Inc. Americorps Camp Counselor, Friendship Ventures	K-6 license with 5-8 Math Shannon Karla 2 nd grade teacher, Earle Brown Elementary Katie Hammond, SPED teacher, Columbia Heights District (dated June 2009)
Shafer, Brett Ethnic/racial background: White	BA Taylor U., 2.82, Sociology	TA, EBD program, Hazel Park , SPPS TA Autism summer program at Washington Magnet, SPPS	Bob Bures, SPED teacher, SPPS, Extended School year SPED summer session Brad Turner, LICSW, Team Lead, Program for Social Development, SPPS working in a self contained program with students with serious emotional and behavioral problems
Sundquist, Kelly Ethnic/racial background: White	BA Bethel, 3.26, Elementary Education	2 nd grade Summer School teacher in Eden Prairie, Tutor for ClubZ! RTI in Prior Lake-Savage School District	Elementary Ed licensure Professional Development- certificate in Autism, SEED training

		Reserve teacher in Wayzata, Edina, Minnetonka, Hopkins, St. Louis Park 4 th grade teacher in China Program assistant, Special needs Autism assistant in Wayzata District	I asked Kelly to select 2 letters of recommendation from the 9 letters submitted and she selected two and then added a third; I am naming the 3 she mentioned: Kathy Toenjes, SPED teacher, Alice Smith Elementary, Hopkins School Larry Hackett, South and East Metro Area Director, CLUBZ! Elliot Miller, Principal, Qingdao MTI Internatioanl School, China (dated 2007
Thao, Christopher Ethnic/racial background: Asian American	BA North Central U., 3.6, Evangelism/Church Ministry	Bridgeview Teaching Assistant	Jean Ludescher, ECSE teacher, worked with in summer school, St. Paul Schools Jill Gonzalez, SPED teacher Bridgeview School, St. Paul Schools
Villella, Jennifer Ethnic/racial background: White	BS St. Cloud 3.1, Early Child and Family Studies	Instructional Specialist & first grade teacher at Academia Cesar Chavez Elementary teacher at Family Academy ECFE Teacher in Roseville	License in Early Childhood Kerry Felt, Principal, Cesar Chavez Jeanne Eigner, Brand Experience Manager, GAP
Werden, Suzanne	BA Metro State, 3.55, Business and Marketing	SPED EA at Earle Brown Elementary, Brooklyn Center Schools	Both recommendations come from teachers at Earle Brown Elementary in Brooklyn Center, submitted when Suzanne was accepted into the off-campus SPED cohort: Mary Oscarson, SPED teacher Martha Jameson, First grade teacher
Wiley-Clomon,	BS St. Cloud State, 2.4,	Property Administrator	Delon Smith, Youth Choir, Mount Olivet

Jermaine Ethnic/racial background: African American	Community Development	TA SPPS Physical Ed Coordinator, Boys and Girls Club Youth Choir Music Director at Mount Olivet Baptist Church	Church and former CUE Theresa Lund, friend
Youngquist, Nathaniel Ethnic/racial background: White	BA Luther College, 3.58, Music	Educational Partner, Special Education at Academia Cesar Chavez Personal Care Attendant, Life Works Resident Assistant, Luther Assistant Director, Park and Rec. Program, St. Paul Park	Amanda Stivaliss Licon-Gervich, SPED teacher at Cesar Chavez and former CUE SPED Michael Bernard, from Nathaniel's church

CUE SPED 7

Tentative Course Schedule for 2011-2013

Revised Jan. 2012

Semester	Participants Earning Their First Teaching License	Participants With a General Teaching License Adding Special Education Lic
Fall Semester 2011	SPED 714 Collaboration Skills 7:15-9:45 Thursdays (CUE only) Terri Vandercook And choose one of the following sections: SPED 750.01 Survey of Exceptionality 4:30-7pm Mondays or SPED 750.02 Survey of Exceptionality 7:15-9:45 Wednesdays with Jo Montie or Shelley Neilsen-Gatti	SPED 714 Collaboration Skills 7:15-9:45 Thursdays (CUE only) Terri Vandercook And choose one of the following sections: SPED 750.01 Survey of Exceptionality 4:30-7pm Mondays or SPED 750.02 Survey of Exceptionality 7:15-9:45 Wednesdays with Jo Montie or Shelley Neilsen-Gatti
January Term 2012	TEGR 530.W1 Psychology of Teaching and Learning Jan.3, 7, 10, 14, 17, 21, 24, 28 Trudi Taylor Tuesday nights 5-9:45pm and Saturdays 9-3pm	
Spring 2012	Choose one of the following SPED 785 sections: SPED 785.02 Behavior Management online 4:30-7pm Wednesdays full semester, Stansberry & R. Hintz or SPED 785.01 4:30-9:30 Tuesdays from Jan. 31 to March 13, 2012 with Lynn Stansberry & Neilsen-Gatti SPED 716.W1 Fundamentals for Students with Mild to Moderate Needs (CUE only) Wednesdays 7:15-9:45 with Lynn Stansberry and Barb Stahl TEGR 550.W1 Language Development and Literacy 1 Tuesdays 4:30-9:30 March 27-May 15 with Amy Smith	Choose one of the following SPED 785 sections: SPED 785.02 Behavior Management online 4:30-7pm Wednesdays full semester, Stansberry & R. Hintz or SPED 785.01 4:30-9:30 Tuesdays from Jan. 31 to March 13, 2012 with Lynn Stansberry & Neilsen-Gatti SPED 716.W1 Fundamentals for Students with Mild to Moderate Needs (CUE only) Wednesdays 7:15-9:45 Lynn Stansberry, Barb Stahl TEGR 550.W1 Language Development and Literacy 1 Tuesdays 4:30-9:30 March 27-May 15 with Amy Smith (unless you have a foundational reading and interventions reading course on your transcript)
Summer 2012	SPED 645 Educational Assessment, M,W 6-9:15pm with Tom Delaney TEGR 512.W1 Human Relations, T,TH 6-9:15pm Marvin Gray TEGR 532.W1 Field Experience II (1 credit)	SPED 645 Educational Assessment, M,W 6-9:15 with Tom Delaney
Fall 2012	SPED 719.W1 Social, Emotional, and Behavioral Interventions (CUE only) Wed. 7:15-9:45 with Shelley Neilsen-Gatti SPED 717.01 Elementary Academic Interventions, Mon., 7:15-9:45pm	SPED 719.W1 Social, Emotional, and Behavioral Interventions (CUE only) Wed. 7:15-9:45 with Shelley Neilsen-Gatti SPED 717.01 Elementary Academic Interventions, Mon., 7:15-9:45pm
January Term 2013	TEGR 510.W1 Education's Place in Society and Field Experience, 4 week nights and 4 full day Saturdays	
Spring 2013	SPED 720 Clinical Practice and Seminar: Academic Behavioral Strategist SPED 718 Secondary Academic Interventions and Transition, Tues. 7:15-9:45 Todd Busch, Stephanie Corby SPED 598 Standards of Effective Practice (1 credit)	SPED 720 Clinical Practice and Seminar: Academic Behavioral Strategist SPED 718 Secondary Academic Interventions and Transition, Tues. 7:15-9:45 with Todd Busch and Stephanie Corby
Summer 2013	SPED 598 Standards of Effective Practice Portfolio	

**CUE ALUMNI
SCHOOL LOCATIONS FOR
EAST METRO AREA
Saint Paul, Burnsville,
Centennial, Shakopee, North
St. Paul, Rosemount,
Roseville, So. Washington
Co., West St. Paul, White
Bear, Stillwater,
Charter Schools, Private
Schools, Colleges
2011-2012**

St. Paul Schools

Adams Spanish Immersion

Kelly Raquel Casper, Grade 1, CUE 6

Margarita Romo, CUE EX 2

Ingrid Martinez, CUE 11

American Indian Magnet

Michael Paradise, Grade 3, CUE 10

Toni Lofgren, CUE 4

**Barack & Michelle Obama
Elementary**

Vatsala Menon, Grade 2, CUE 8

Monroe Walker, AP, CUE 7

Denise Guelker Braus, DD, SPED 5

Maijue Xiong Lochungvu, CUE 7

Fhonda Hicks, EBD, SPED 2

James Walker, CUE 10

Jennifer Linehan, SPED 6

Battle Creek Elementary

Suvone Vang, Grade 5, CUE 5

Shannon Roney Jax Autism, SPED 2

Niki Gores, Grade 4, CUE 8

Niceta Smith Thomas, EBD, CUE 12

Phillip Clomon, CUE EX 1

Battle Creek Middle

Shoua Ty Lee, Culture, CUE EX 2

Susan Nodler, DD, SPED 6

Benjamin E. Mays Elementary

Linda Dixon, Grade 2, CUE 5

Giselle Spears, Grade 3, CUE 6

Aaron Benner, CUE 4

Bridgeview

Enrique Centeno, DD, SPED 2

Joan Duncanson Elbert, DD SPED 2

Dustin Thune, CUE SPED 4

Kristen Larson, DD, SPED 5

Bruce Vento

ShouaFaith Moua Principal, CUEx 1

Catherine Butcher, EBD, SPED 1

Capitol Hill Magnet

Teynae Richardson, Grade 4, CUE 7

Cherokee Heights Elementary

Ana Miranda, PreK, CUE 7

Cynthia Herrick, CUE SPED 4

Craig Sevick, EBD, SPED 5

Como Park Elementary

Michael Binns, Grade 6, CUE 4

Como Park Senior High

Beatriz DeSantiago Fjelstad, CUE
EX 2

Anupma Sharma EBD, SPED 2

Crossroads Elementary

Vanessa Carter-Thompson, Science,
CUE EX 1

Diedra Carlson, SPED 5

Daytons Bluff Elementary

Ma'lene Walker, Grade 6, CUE 8

Tlotlisang Rowan, Grade 3, CUE 9

Eastern Heights Elementary

Laura Nunez, Grade 6, CUE 3

Dawn Vaughn, Literacy, CUE 11

Robin King, SPED 6

Expo Magnet

Chan May Vang, Grade 3/4, CUE 8

Farnsworth Aerospace Magnet

Mary F. Clardy, Literacy, CUE 6

Julie Vasquez, Grade 1, CUE 3

Maymoua Yang, Grade 1, CUE 5

Four Seasons A+ Elementary

Elizabeth Mena Larson, Grade 5, CUE 6

Nathan Kellar-Long, CUE 4

Frost Lake Elementary

Chivouayi Lo, Grade 3, CUE 10

Groveland Park Elementary

Tasha Hardin Klepp, Grade 3, CUE 10

Hancock Elementary

Kyle Johnson, CUE 12

Harding High School

Louis Francisco, 8.5 Excel, CUEEX2

Sinthang Has, Science, CUE EX 2

Sara Masson Sylvester, CUE SPED 4

John Hamilton, DD/LD, SPED 4

Hazel Park Middle

Daniel Harty, LD, SPED 2

Thy-Dung Nguyen, CUE 9

Hayden Heights Elementary

Song Thao, Grade 4, CUE EX 2

Highland Middle School

Kirk Morris, AP, CUE 5

Highwood Hills

Eleanor Clemmons, Principal, CUE 7

Katherine Campbell Bjostad, Autism,
CUE SPED 3

Jennifer Lopinot Stokes, CUE SPED 4

Leetta Douglas, Grade 3/4, CUE 8

Horace Mann

Sara Gramer, SPED 3

J. A. Johnson Elementary

See Pha Vang, Grade 2, CUE 3

Marcus Moten, Grade 5, CUEX2

Myla Pope, Grade 5, CUE EX 2

Johnson Senior High

Lillian Collins-Renelus, SPED 4

Journey Secondary

Antwon Williams, SPED 6

Letoile Du Nord French**Immersion**

Fatima Lawson, Principal, CUE 6

Lequyen Tran, Grade 5, CUE 3

Linwood A+ Elementary

Gia Taylor, Grade 2., CUE 4

Maxfield Elementary

Leslie Silas, Grade 2, CUE 1

Barbara Merritt, CUE 11

Mississippi Magnet Elementary

Ann Po King Yee, Kdg/1., CUE EX 1

Zong Hlub Yang, Grade 2, CUE 8

Museum Magnet

Gwen Jones, Grade 4, CUE 3, SPED 1

Music Academy

Ly Vang Xiong, Grade 4, CUE 12

Omar Adams, CUE EX 2

North End Elementary

Vicky Estrellado, Grade 1, CUE 10

Open School

Lynette Scott, CUE 6

Phalen Lake Elementary

Kay Vichaiyarath, Grade 3, CUE EX 1

RiverEast

Ben Fleischhacker, SPED 6

Riverview Elementary

Amanda Stivaliss Licon-Gervich,
SPED 5

St. Anthony Park

Susan Fredrickson, CUE 9

Wellstone Elementary

Deb Martin, Enrichment, CUE 10

Regina Burrell, LD, SPED 2
Matthew D. Smith, CUE 6
World Cultures Elementary
MaiYia(Candace)Lee, Grade 1, CUE 4
Michelle Butchee, Grade 1, CUE 4
Sang Le, Grade 3, CUE EX 1
Michael Shepperd, SPED 2
Ray Sims, Science, CUE 2

SPPS District Positions

Title I Funded Programs:
Amanda Herrera Gundale, CUE 9
St. Paul District Administration
Sharon Freeman, Executive
Director of Elementary Education,
CUE 7
Harold Scott, AVID & Gifted, CUE
EX 2

SPPS Special Education Dept:

Larry Wren, CUEX 2 & SPED 2
Substitute Teaching
Ruey-Yun Chern, CUE 6
Annette Lopez, CUE 4

Suburban Schools, Out State

Aurora Schools:

Mesabi East Elementary: Eric
Dinsmore, LD, CUE SPED 6

Burnsville Schools

Erik Moe, CUE SPED 3

Centennial Schools

Amy Homicke, DD, SPED 5

Forest Lake Schools

Robert Degroote, SPED 5

Goodhue County Education District

Camly Kruse, ECSE, SPED 6

North St. Paul Schools

Tartan High School:
Bill Derden, AP, SPED 2

Delene Thomas-Sanders, EBD, CUE
11 & SPED 3

James Salava, LD, SPED 2

John Glenn Middle:

Barbara Marchetti, SPED 4

Dana Pederson, LD, CUE SPED 3

Gladstone TEEP:

Cynthia Hanley-Thureson, SPED 3

District Education Center:

Ayanna Farrell, SPED 6

White Bear Schools

Willow Elem:

Debra Barraza-Hibbard, CUE 9

Rosemount/Apple Valley Schools

Rosemount Elem:

Kristin King-Fournier, DD, SPED 5

Roseville Schools

Little Canada Elementary:

Teresa Laws, Grade 6, CUE 12

Angela Camacho, Grade 4, CUE 8

Emmet Williams:

Danielle Schacherer, SPED 4

Edgerton Elementary:

Catherin Nixon, CUE 11

Shakopee Schools

Red Oak Elementary:

Stan Kusunoki, Gifted, CUE 9

SO. Washington Co. Schools

Cottage Grove Middle:

Robin Francis, AP, CUE 5

Crestview Elementary:

Richard Romano, Principal, CUE 8

Hillside Elementary:

Susan Gravelle, SPED 4

Stillwater Schools

ALC High School:

Gina Runck, SPED 4, 11th/12th
grades SPED Electives Teacher

Oak-Land Junior High:
Yaritzzy Sorenson, SPED 4
West St. Paul/Mendota Hts.
Friendly Hills Middle:
Dawn Shannon, SPED 3

Charter and Private Schools

Cesar Chavez Charter School
Marita Moran, LD, SPED 6
Hope Community Academy School
Danielle Zdon, CUE EX 1
Community of Peace School
Maria Anderson, LD, CUE SPED 3
Dugsi Academy
Charles Moore CUE 7
Higher Ground Academy
Sharon Hampton Cornely, Title 1,
CUE EX 3
Dereje Daba, Grade 2, CUE 11
EDVISION
Michael Motzko, LD, SPED 3
St. Agnes
Frank Webster, CUE 11, Soc
Studies
MCC School
Tasia Islam, Ed. Coord., CUE 12
Origins:
Sharon Greaves, CUE 6

Colleges

Winona State University
Paul Stern, SPED 3

Teaching Out of State

Minoo Alahyari, CUE 3 FL Schools
Nedra Anthony-Houston, CUE 5 GA
Schools

Lynneice Bowen, SPED 2 EBD, FL
Schools
Athena Dupart-Meachem, CUE 2 CA
Schools
Celanese Fantroy, CUE 4 GA
Schools
Sabrina Harris, CUE 12, GA Schools
Marcus Knox, CUE 8 WI Schools
Kim Korent, CUE EX 1 WI Schools
Alissa Kuseske, CUE 8, NASA,
David Laday, CUE 7, NE Schools
Teng Lee CUE 3 WI Schools
Priscilla (Davis) Simon CUE 4 GA
Schools
Liz Wilson, CUE 7 IN Schools
William Yang, CUE 11 FL Schools

Leaves, Retirements, Etc.

Shabnam Alimohamed Butler CUE 6
Elena Calderon, CUE 4
Jacqueline Caldwell, CUE 1, retired
Michelle Deziel, CUE 8
Lissette Estepa, CUE 7, CO
Wilfred Johnson, CUE 6
Mary Jones, SPED 2
Tiffany Kirk, CUE 10
Lacna Lee, SPED 4
Carla Long, CUE 2
Fran Mudek, CUE EX 1, retired
Phyllis Nesbit, CUE 1 retired
Stacy Noyes, EBD, SPED 5
Luke Rus, CUE SPED 4
Nichole Salaam, CUE EX 3
Peter Sandstrom, CUE 2
Daria Slick, CUE 5 IA
Dua Thao, CUE EX 2, Library
Science
Scott Tryggeseth, CUE 7

Tou Vang Xiong, CUE 7
La Yang CUE EX1
Dexter Yee Yick, CUE EX 3
Tracy Zachary, CUE 7

Deceased:
Zelma Wiley
Kitisha Collins

CUE ALUMNI

SCHOOL LOCATIONS FOR WEST METRO AREA SCHOOLS Minneapolis, Anoka Hennepin, Bloomington, Brooklyn Center, Crystal, Eden Prairie, Fridley, Hopkins, Intermediate District 287, Lakeville, Osseo, Richfield, Robbinsdale, Charter Schools, Private Schools, Colleges **2011-2012**

Minneapolis Schools

Andersen

Ben Kimmel, CUE 10

Steven Date CUE2

Anishinabe

Ogbiji Victor Okom, CUE 2

Anwatin

Joe Siknin Chan, Math, CUE EX1

Andrea Eastlund, CUE 11

Lisa Williams, Math, CUE SPED 3

Maryann Madison, CUE EX 3

Jillene Isaac, CUE 12, SPED 4

Bancroft

Leah Lewis-Frazier, CUE 3

Mary Hreha-Johnson, TOSA CUE 3

Bethune

Tron Jones, CUE 7

Broadway High School

Alice Darlene Gibson, SPED Resource

Bryn Mawr

Pauline Cotton, SPED 6

Myliassia Tenner, SPED 4

Cityview

Pao Vue, AP, CUE 10

LaCrissha Walton, CUE 11

Mona Hadary Autism SPED 3

Samantha Mouacheupao - CUE 8

Edison High School

Katrina Jacoway, SPED 6

Emerson Spanish Immersion

Michelle Wiese - CUE 8

Green Central

Catalina Salas, Principal, CUE 5

Yajaira Guzman-Carrero, Bilingual,
CUE 11

Colleen Lenz, Grade 2, CUE 6

Norma Ulasich Alejandro, CUE 11

Hale

Joshua Bliss, CUE 3

Chasu Lo, Grade 3, CUE 3

Ana Arevalo, CUE 7

Hall

Bennice Young, Principal, CUE 1

Mathew Collier - CUE 7

Greg Young - CUE 5

Karen Robinson, CUE 9, SPED 4

Henry High School

LaTanya Daniels, Principal, CUEX 2

Guillaume Paek, Athletic Director,
CUE EX 3

Iab Yang, Bilingual CUE 9

Hmong International Academy

Andy Xiong, Principal, CUE 5

Nkaujlig Young, Bilingual CUE 8

Jerry Yang, CUE 4

Nellie Stone Johnson

Evelyn Kimble, AP, CUE 3

Pia Payne Shannon, CUE 3

Sonrisa Shaw CUE 11

Kenwood

Jacquelyn Williams, CUE 4

Lake Harriet

Bounna Chhun, CUE 8

Lucy Craft Laney

Mauri Melander, Principal, CUE 7

Joel Beck, CUE 2

Kelly Clopton Wright CUE 5

Alicean Caskey Byrd, CUE 8

Kamille Wells, TOSA, CUE 9

Tanya Thomas, CUE 9

Susan Providence CUE 3 & SPED 6

Miata Foluke SPED 6

Joe Groves, CUE 2

Loring

Lincy Pullappally, CUE 7

Lyndale

Patrick Julien, CUE 7

June Dye Thompson, Grade 2, CUE 7

Marcy

Teferi Fufa - CUE 1

Nawayee Center School

Ed Colon, CUE 11 Math

Olson/Lind Lower

Evelyn Kimble, AP, CUE 3

Shawntel Jenkins, CUE 5

Karen Braye, CUE 6

Lisa Boone, CUE 5

Olson/Lind Upper

Delon Smith, Math, CUE EX 3

Pillsbury

Jackie Baker, CUE 4

Ramsey Int'l Fine Arts

Mia Brown Robinson, CUE 8

Darleen Smith, CUE 4

Tracee Robinson Foote-Adams, CUE 5

Yvette Turner, CUE 1

Riverbend

Wendy Larson, CUE SPED 3

Robert Henery, CUE SPED 4

St. Joseph's Home

Marie-Renee Grigsby, SPED, CUE 5

Sanford Middle School

Christopher Deanes, CUE EX 3

S. T. Jamison, EBD, CUE 5

Stefanie Morseth Helmer, SPED 3

Seward

Verlene Green, AP, CUE 2

Sheridan

Candace Foreman Coley, TOSA, CUE 7

Ann Sullivan

Angela Mansfield, CUE 6

Jillene Isaac, CUE 12, SPED 4

Transition Plus

Luke Schmidt, EBD, SPED 5

Washburn

Richard Sundberg, EBD, SPED 5

Wenonah Elementary

Bettye Brown, CUE 4

Educational Services Center

Wangyal Ritzekura, CUE 11, ESL

Byron Adams, CUE 6, TOSA

Antoine Mefleh, ESL, CUE EX 1

Whittier School for the Arts

Lah Vixayvong, CUE 4

Mpls. Reserve Teaching

Charles Hallman, CUE 2

Lukas Johnson, LD, SPED 4

Mpls. District Administration

Bernadeia Johnson, Superintendent

CUE 1

Suburban Districts**Anoka Hennepin School District**

Coon Rapids High School:

Tyrone Kindle, SPED 2, AP

Bloomington

Kennedy High School:

Donald S. Manson, EBD, SPED 3

Brooklyn Center

Earle Brown Elementary:

Helana Crushshon, CUE SPED 6

Crystal Schools

Lionsgate Academy:

Sara Bydzovsky DD, SPED 5

FAIR School

Tamara Valme, CUE 11

Edna McKenzie, EBD, LD, CUE EX 3

Eden Prairie

Oak Point Intermediate School:

Tony Washington, AP, CUE EX 2

Heidi Huber Christopherson, CUE 1

Fridley Schools

Freya Rae Schirmacher, LD, SPED 3

Hopkins Schools

Eisenhower School:

Mae Robinson Gruss, CUEX 1

Intermediate District 287

Gregory Lucas, Admin. Intern, CUE 2

Julia Berry, EBD, SPED 5

Melissa Duckwiley, CUE SPED 5

Lakeville

Stacy Wells, CUE 6

Osseo

Toni Vanyo, DD, SPED 2

Northview Jr. H.:

Ternesha McCorkle, Math, CUE EX 3

Richfield

Dual Language School:

Marta Shahsavand, Principal, CUE 9

Jamil Salaam, CUE 9

Robbinsdale

Cooper:

Joshua Zoucha, EBD, SPED 5

Charter and Private Schools

Best Academy

Joe Gwin, SPED 6

Stephen Shepherd, CUE 7

El Colegio Charter School

Dan Ittner, LD, SPED 5

Excell Academy

Steven Williams, CUE EX 3

Friendship Academy Charter

Carr Kpanyor, CUE SPED 2

Holy Angels Academy

Ray Betton, CUE 5, CUE SPED 1

International Spanish Language Academy

Estela Tapia-Alfaro, CUE 2

Minnehaha Academy

Paulita Todhunter, CUE 1

New City School

Ven Mai Tran, CUE 11

New Millenium Academy

Gary Giel, SPED 6

Sojourner Truth Academy

Eric Robinson, EBD, CUE 6, SPED 5

Colleges

Augsburg College:

Melody Martagon-Geiger, CUE 12

Teaching out of State

Durana Azizi, CUE EX 3 CA Schools

Denise B.-J., Smith, CUE 2 MD Schools

Gary Baldwin - CUE 3 FL Schools

Patrick Barrage - CUE 10 MI Schools

Celia Burton - CUE 1 MD Schools

Sunny Carder, CUE 12 CA Schools

Karen Covington - CUE 4, NC Schools

MarkAnthony Edwards - CUE 9 TX Schools

Adriana Florencia - CUE 9, TX Schools

Leahjean Frazier Dixon, CUE 4, NJ College

Melvina Gillespie - CUE 10 MI Schools

Ursula Hardy-Gorman- CUE 4 WI Schools

Kimberly Hicks- C.U.E. 10, KY Schools

Andrea James -CUE 4 NV Schools

Tanya Johnson Williams, SPED 1 WI
Craig LeSuer, AP, CUE 1, Kalamazoo
MI Schools
Rheyne Mezile Malloy, CUE 7, GA
Schools
Tracy Murray Foreman - CUE 10 FL
Schools
Utana Newborn, CUE EX 1, TN
Schools
Cheryl Pete, CUE 11, AZ Schools,
Jose Ponce - CUE 6, CA Schools
Christie Powell Ford, CUE EX 2 TN
Schools
Carmenlydia Reggans - CUE 3 WA/OR
Schools
Howard Robinson, CUE 7 TX Schools
Gretchen Stewart Seay, CUE 6 &
SPED 1 GA Schools
Ramona Whitehurst, CUE 6, OH
Schools
Mexi Zahm, CUE 10 NE Schools

Leaves, Retirements, Etc.

Said Ahmed, Bilingual CUE EX 2
Willie Allen, CUE SPED 2, LD
Roque Arcilla, CUE EX 3
Tracine Asberry-Lindquist, CUE 8
Bezel Bailey, CUE 1, retired
Kimberly Blackshear, SPED 2
Shalema Blue CUE 8
Catherine Boler, CUE SPED 4
Leon Buford-Kelly, CUE EX 3
Terry Burks, CUE 6
Chalmers Davis - CUE EX 2
Cornelius Day, CUE 5
Mark Dundas - CUE 7
Gina Feinstein, CUE SPED 2
Linda Fong, CUE 9
Ryan Galindo, CUE SPED 4
Randolph Green - CUE 7 NY

Arrin Hawkins, LD, CUE SPED 5
Larry Hawkins, CUE 5
Harrison Hamuud, CUE EX 1 & T+T
SPED (Hamuund in MDE site)
Marian Hassan CUE 11
Christal Hudson Dillard, CUE SPED 3
Renee Hunter - CUE 4
Vincent Jackson, CUE SPED 3
Saran Jenkins - CUE EX 1
Jason Johnsen- CUE EX 1
Greta Kivens, CUE 10
Jennifer Lee Struck, CUE SPED 2, LD
Jeninne McGee, CUE EX 3
Jean Miller, CUE SPED 3
Nathaniel Moore, CUE 2
Amanda Nappier - CUE 3
Sunita Persaud, CUE SPED 4
Shirley Pierce, CUE SPED 3
Leona Robinson Darden, CUE EX 1
Anisha Samuels, CUE 8 Doc. Program
Wadsa Schneider CUE EX 2
Monique Stumon, CUE 8
Kimberly Trinh-Sy, CUE 12
Blong Thao, CUE 5
Cy Thao - CUE 7
Khe Thao - CUE 11
Kathy Vulu, CUE EX 1
William Watkins, CUE 4
Harold White, CUE 6, retired
Theodore Whitehurst, CUE 12, CUE
SPED 5

Master of Arts degree and Licensure

Special Education



New Cohorts Begin January 2012

Woodbury ▪ Chaska

Work toward licensure in:

- Learning disabilities
- Emotional behavioral disorders
- Academic behavioral strategist*
- Developmental disabilities
- Early childhood special education
- Autism spectrum disorders*

Curriculum Questions

Barbara Stahl, Ed.S.
 (651) 962-4398
 bjstahl@stthomas.edu

Admissions Questions

Ea McMillan Porter
 (651)962-4657
 emporter@stthomas.edu

This program is eligible for federal financial aid and TEACH grants.

SPED Cohort Details	
Chose your location - Chaska or Woodbury	
Classes Meet	Woodbury – Wednesdays and two Saturdays
	Chaska – Thursdays and two Saturdays
First Class	Woodbury – Wednesday, Jan. 25, 2012
	Chaska – Thursday, Jan. 26, 2012
Location for Information Sessions and Courses	Woodbury – East Ridge High School, 4200 Pioneer Dr., Woodbury
	Chaska – Pioneer Ridge Freshman Center, 1085 Pioneer Trail East, Chaska
Application Deadline	Woodbury – Wednesday, Jan. 11, 2012
	Chaska – Thursday, Jan. 12, 2012
Tuition	Reduced tuition rate of \$399 per credit for each of six off-campus courses.** Regular tuition rate for on-campus courses. Each program requires 10-11 courses.
Total Credits	Total credits for M.A. and licensure: 34-37 credits, depending on program

SoE0477_12

Save \$50 when you apply online.
 Use code SPEDWAVE.

- * Pending approval from the Minnesota Board of Teaching
- ** Six courses for all licensure areas except Early Childhood Special Education, which is three.

Information on application and online information session access:
www.stthomas.edu/education/offcampus

School of Education

Department of Special Education and Gifted Education



**University of
St. Thomas
Special
Education
New Licensure
Open House**

**Wednesday
March 7, 2012
5:00 - 6:30 pm**
(Refreshments will be
provided)

**Terrance Murphy
Hall 252
Minneapolis
Campus**

**Starting a Career in Special
Education
or
Adding a New License**

University of St. Thomas is
inviting Alumni and individuals
who would be interested in:

New licenses:

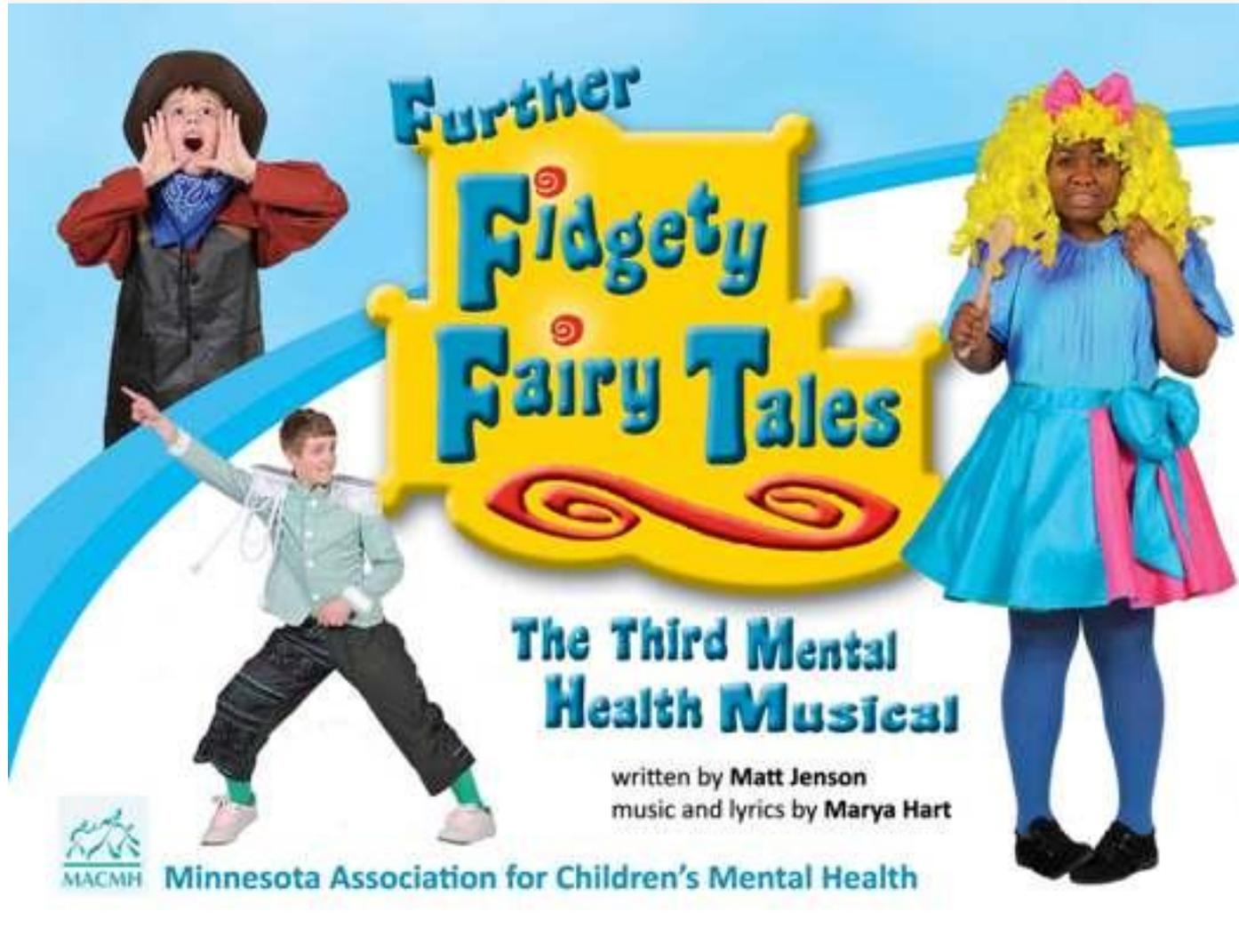
- Academic Behavioral Strategist
- Autism Spectrum Disorders

Adding to your current license:

- Academic Behavioral Strategist
- Autism Spectrum Disorders
- Developmental Disabilities
- Learning Disabilities
- Emotional Behavioral Disorders
- Early Childhood Special Education

Please sign up for this event
by emailing Pat Thomas at
thom2319@stthomas.edu
or calling 651-962-4980

2nd Annual Education for Everyone Event



We hope you can join us for the second annual Education for Everyone event series, which will feature a wonderful performance by Fidgety Fairy Tales, a project of the Minnesota Association for Children's Mental Health (MACMH). The Education for Everyone Event series aims to share information and raise awareness of students with a variety of learning strengths and needs so everyone can better understand and support these individuals in our schools and communities.

Once again, we will be offering CEUs when you attend the pre-performance workshop and the Fidgety Fairytales performance. The two CEUS will fulfill licensure renewal credit for Early Warning Signs of Mental Illness and will cost \$25. More information at www.stthomas.edu/education/events.

Education for Everyone featuring Fidgety Fairy Tales

Wednesday, February 15, 2012

Woulfe Hall, Anderson Student Center

University of St. Thomas St. Paul campus

Program Schedule:

4:30p.m. Registration & Networking (sponsored by CAPS Alumni)

5:30p.m. CEU Workshop and Panel Presentation: *Professional Perceptions and Expertise on Early Warning Signs of Mental Illness*

6:30p.m. Reception with information and refreshments

7:30p.m. Musical Performance by Fidgety Fairy Tales

8:30p.m. Program Ends

Performances include:

Goldilocks (obsessive compulsive disorder)

Boyd, Who Cried Wolf (Tourette syndrome)

CinderEdward (bipolar disorder)

SPECIAL NOTE: PARKING IN THE ANDERSON RAMP IS FREE THIS YEAR. IN ADDITION, THE GATE ARM IN THE PARKING RAMP WILL BE RAISED THE ENTIRE EVENING, WHICH MEANS YOU CAN ENTER AND EXIT WITH EASE.

We are also excited to announce a Chaska and Woodbury Special Education Cohort beginning Spring 2012. These classes will be offered at a significant savings.

Licensure and Master of Arts degrees are offered in the following academic areas:

- Learning disabilities
- Emotional behavior disorders
- Early childhood special education
- Developmental disabilities

Collaborative Urban Educator Program Alumni News from the Field 2011-2012

Alumni News from the field give the CUE program an insight into all the activities that CUE alum are involved in and the impact they have had in the education field. CUE alum have ventured into administration, started new schools at home and abroad, designed national science curriculum at NASA, built strong relationships with students through their involvement with programs and competitions such as Girls Moving Forward and Ladies of Edison, Lego League, Destination ImagiNation (competed globally), received grants to attend conferences and/or design curriculum in Costa Rica, Honduras, Brazil, nominated for teacher of the year, and presented at conferences such as American Association of Curriculum and Instruction. CUE alum from CUE 1-10 cohorts earned a 1-6 elementary teaching license, CUE 11 & 12 earned a K-6 elementary and 5-8 specialty teaching license, CUE Expansion 1-3 cohorts earned a K-6 and 5-8 specialty teaching license, CUE Special Education cohorts earned a SPED license in EBD, DD or LD.

Bernadeia Johnson, CUE 1:

- Superintendent of Minneapolis Public Schools
- Doctorate, University of Minnesota
- St. Thomas Alumni of the Year

Katrina Jacoway, CUE SPED 6:

I have had an interesting first year since leaving CUE. I have learned a lot about the field of special education and how rapidly things change. For example, the move toward standards based IEPs in Minneapolis. I have learned that in the field of special education you will have to frequently adapt when instructing students with diverse needs and that you have to maintain flexibility. In addition, I have experienced the joys of collaboration. I had an excellent English teacher whom I worked with and we often consulted to meet the needs of the class and discussed culture and culturally related issues when collaborating. I also built relationships with my students and began a girls group (Ladies of Edison). The group promoted positive self-image and self-esteem. We met once a week and had approximately 15- 20 girls who attended weekly. Our first speaker was Miss. Shannan former radio personality of (96.3).

Dr.Ogbiji Victor Okom, CUE 2

This is from La Ceiba, Honduras. The interesting thing that has happened so far in my life is that after graduating, I took a three years leave of absence from Minneapolis Public School to explore international education. This landed me in Honduras as rector of an international bilingual school. I have also published my dissertation as a book. For more information check out my website and blog from La Ceiba, Honduras at www.drokom.com.

Julia Berry, CUE SPED 5:

- finished my Masters degree in special education-EBD, Spring 2012
- collaborated with Ms. Kelley Eubanks, of Girls Moving Forward, for a young woman's workshop called "Discovering your Queendom"
- completed 5 years of English and Special Education instruction at Epsilon at the Hennepin County Home School

Vanessa Thompson, CUE EX 1:

It's been many years since I completed my license requirements and M.E. thru CUE Expansion in 1999, so of course I have stories to tell! But, seriously, I am STILL at Crossroads Elementary School in St. Paul, a school I thought I'd teach at a few years before moving on to my "real love", middle school science. I recall you telling me about this new year-round elementary school that was opening in St. Paul and advising me that although it wasn't a middle school, I could really sharpen my skills as a teacher in their Science Program. I interviewed and was offered a position as a 4th, 5th, or 6th grade teacher, which I gratefully accepted. My teaching career was officially underway. I learned a lot over the years teaching in the 3rd and 4th grade loop at Crossroads and found that I really loved our families, year-round schedule, and the elementary environment, yet, I did not abandon my dream of becoming a Science Specialist. Eventually able to realize my goal when I became the Science Specialist for the Montessori and Science Programs in my very own building! Yes, for three years, I was the Science Specialist at Crossroads Elementary School, but then opportunity knocked again.....Now I am the Gifted Talented Teacher (.5) and the Science Curriculum Coordinator (.5) for the Science Program in my building, so my Crossroads Adventure continues. But the biggest challenge I faced this year was not related to my new jobs, but to an extra curricular activity. I reluctantly took on a Lego League Coaching position this past year after one of the original coaches in my building left our district. What did I know about robotics? Not a lot, and neither did my co-coach, nor our students. We laughingly referred to ourselves as the misfits of science, but we never gave up. What we lacked in know-how, was made up for in enthusiasm. Well, long story short, enthusiasm alone doesn't win trophies and thus we did not bring home a trophy, but we did grow together, had lots of fun, and are planning for next year. Who knows where we'll place next year, but we'll have a blast and learn lots. Now as for me...who knows where my past will take me, but I have a solid foundation and CUE was a huge part of providing that foundation.

Tony Washington, CUE EX 2:

Two years ago, I completed my ED.S license through St. Thomas with Dr. Dave Peterson and will begin working on my Ph. D soon. I just completed my first year as an administrator (Associate Principal) at Oak Point Elementary in Eden Prairie and will return again next year. I hope to move up to principal within the next couple of years. Take care

Helana Crushshon, CUE SPED 6:

I am working at Earle Brown Elementary in Brooklyn Center as a special education teacher. I work with students with EBD and/or other health disabilities. I love every second of my job and owe it all to my experiences in CUE. I also earned my Master's degree in special education this past December. I am working on the Student Support Team (working to provide interventions and support for students who are having difficulty in school) and the Behavior Problem Solving team (brainstorms supports for students whose behaviors are keeping them from being in the general education setting). I also am a part of the Crisis Intervention team for the school. I am so blessed to be in the position that I am and look forward to my work in special education for a very long time!

Anupma Sharma, CUE SPED 2:

I am still teaching in self-contained EBD program. This is my 9th year. Over the years, lots of good things have happened. I remember few which I would like to share with you.

1. Last year a student of mine at Highland Sr. played Football and he was honored as a best Defense and most liked student at school. He graduated with Gen ed Diploma.
2. Last year 5 seniors graduated on time. This was my first group that I had since there ninth grade.
3. I have co-taught Biology for four years now. I have been a part of Since PLC. AS a PLC we are working together to make things better for gen ed and sped students. We have come up with several realistic solutions to help students to be successful in biology class.
4. I have added a Masters in Special Ed. in 2006. I have completed all my coursework for LD license and will apply for it over the summer vacation. I have started taking classes for ASD.

Angela Mansfield, CUE 6:

I have had an amazing first year as a fellow with Charter School Partners (http://charterschoolpartners.org/the_fellows.aspx#). The ultimate goal of this school leader fellowship is to open my own game changing, high achieving charter school in Minneapolis fall 2013. It has been quite an amazing journey thus far and I have learned and accomplished so much for my school, ARCH Academy.

In this 1st year of the fellowship I've met some pretty tremendous benchmarks, the most recent being a \$250,000 start-up grant from the Walton Family Foundation! Please click on the link below to be directed to the full write up:

<http://blog.charterschoolpartners.org/?p=3764>

Some of the other amazing benchmarks that I've met:

- ARCH Academy was authorized in February by one of the most rigorous authorizers in the state, [Student Achievement Minnesota LLC](#),
 - Received our Certificate of Incorporation from the Secretary of State, becoming an officially recognized non-profit in the state of Minnesota,
 - Created an AMAZING, diverse board of multi-talented people
 - Started creating meaningful relationships and networks in the community we intend to serve
- So exciting, and this is only the beginning - and to think that I only really got to work on this last July! We will open doors to ARCH Scholars August 2013. I am blessed to have met these significant deadlines and to have a full year to recruit students and staff as well as attend to the various important operational and program design milestones needed for opening an amazing school.

I am so proud of the work I've been doing and so exciting for what it will mean for students in Minneapolis. Thank you for giving me an opportunity to share! :)

Mauri Melander, CUE 7:

Finished my third year as upper grades AP at Lucy Laney. Saw my 8th graders take third in the district on their winter Math Assessment. And was promoted to principal at the same building for 2012/2013.

Woo Hoo!!!

Susan Fredrickson, CUE 9:

I have been awarded the Fund for Teacher grant for this summer, and I am off to Costa Rica for two weeks.

Here's the link to where you will find my name and a summary of my project under the Saint Paul Program.

Guillaume Paek, CUE EX 3:

I am the Athletic Director at Patrick Henry High School in MPS. I just took the job this year, and has been an amazing year. Getting fired up for next year!

Dr. Fatima T. Lawson, Ph.D. Principal, CUE 6

L'Etoile du Nord French Immersion School

This year has seen a lot of success stories from our school and students. We placed first in the Stock Market Game, one of our Destination ImagiNation advanced to the global competition in Knoxville TN this past month. We had a students who won the French Math Competition and placed first in the nation and 7th in the world.

I am the proud recipient of the American Council for International Education(ACIE) Exchange Program. I will be spending some time in Brazil this summer learning from other administrators like me. I hosted three Brazilian Administrators this past fall. It was a very educationally refreshing experience, and I look forward to participating in this fellowship this July/August!

Melvina Gillespie, CUE 10:

I am working on completing my doctoral program in educational leadership. I am near completion. I hope to have my dissertation completed by December. Last year I taught middle

school language arts. When I started teaching language arts in the middle school, the middle school was not making AYP in language arts and math. The number of students identified as proficient in math and language arts went from 30% when I arrived to 90% and 85% respectively. If there is one thing I am proud to have done was move a group of kids who fall within the statistical demographic (Black, Hispanic, 90% free or reduced lunch) where there is an achievement gap. These kids defied it, and I am proud and blessed to have had the opportunity to teach and learn from them.

Alissa A. Keil, CUE 8:

Before working at NASA, I was a fifth and sixth grade teacher at Crossroads Elementary School in St. Paul, MN for almost 7 years. I had the opportunity to work in a fantastic school with an amazing principal and staff! I learned so much about at Crossroads on how incorporate STEM into my classroom using inquiry!

I currently work for the NASA Explorer Schools Project. I work out of NASA Johnson Space Center in Houston, TX. I have worked at NASA for 7 years. The NASA Explorer Schools project is NASA's classroom-based gateway for middle school (grades 4-8) and high school (grades 9-12) classrooms offering unique learning experiences inspired by NASA's missions. NES provides free teaching and learning resources that promote student engagement in science, technology, engineering and mathematics, or STEM. NES provides opportunities for teachers and students to participate in NASA's mission of research and discovery through inquiry-based experiences directly related to the work of NASA scientists and engineers.

Teachers have the opportunity to participate in professional development experiences delivered through the NES Virtual Campus website that support effective classroom implementation of NES resources. I help deliver online professional development with focuses in chemistry, physics, human physiology, and biology to teachers across the country.

NES provides recognition opportunities for outstanding students, based on exemplary achievement and participation in NES project activities. They may participate in a virtual student symposium and may apply to attend a national STEM symposium which was located at NASA Johnson Space Center this past May. I helped NES to coordinate 100 participants for this event. The students and teachers toured the NASA Johnson Space Center and Space Center Houston NASA Johnsons Visitors Center. Students and teachers met many NASA scientists, engineers and scientists and researchers to learn about career options.

I have the opportunity to reach teachers across the nation and share in the excitement of offering valuable NASA resources that supplement current classroom curriculum and are geared to the new standards. We want to help inspire teachers and inspire their classroom of learners.

Bounna Chhun, CUE 8:

I teach first grade at Lake Harriet Community School in Minneapolis. My first graders are above their grade level in reading.

Mexi Zahm Glass, CUE 10:

I am very involved with the Minnesota Humanities Program : Cultural Proficiency and the Innocent Classroom (Alexs Pate)

I have been involved for three years now and continue to be part of the team.

Last summer I helped write 60 lesson plans for the Phyllis Hunter Libraries in partnership with MN Humanities.

I also was honored to introduce the Key Note Speaker: Wil Parker from ASCD and be a Presenter of my session called "Learning Chants" in which I taught fellow teachers how to incorporate Learning Chants I produced and use within my own classroom. During the Differentiated Instruction Conference held in Omaha, NE.

I am still the Chairperson for the Safe and Secure Discipline Schools within my building at Minne Lusa Elementary and had only 2 Referrals written by myself all year long.

Denise L. Smith, CUE 2:

I have been living in Maryland teaching in the Prince Georges County Public Schools completing my 5th year. A day, week or month doesn't go by without me thinking about Cue, the ladies behind the vision and the opportunities that have been afforded me resulting from the first interview. I will always be grateful to you all. By the way, when you speak to Trudi and Ava...send them my love and gives some to yourself as well.

I have been nominated as the State of Maryland Teacher of the Year!!! There will be a dinner event next week where the winner will be announced. There are some extraordinary candidates that I am up against. However, the acknowledgment at the level of a Nominee has been surreal. The PTA, Administration and my colleagues along with the parents in my classroom were working together secretly to nominate me. Then they discovered they need a speech written by me so they had to let the cat out of the bag.

Of course you know me, I didn't know anything about these various awards and started exploring. Friday, I submitted a prepared portfolio nominating one of my colleagues for the Christa McAuliffe Outstanding Educator Award. Monday, I will submit 4 portfolio nominations for 3 of my colleagues and my Principal. I think I have just discovered another area of passion where I can use my strengths and skills. I love elevating others.

I have been at Thomas G. Pullen Arts Focus School for the past four and a half years. I have been teaching first grade, developed an African American Boys summer institute last summer, started an afterschool all boys program for the past two years focusing on those lacking in basic skills. I have been a team leader and grade level chair. I even started a teacher of the month for my team. I am having a blast Jeanne. I love my parents and students and they love me. I have developed quite a following. This year I facilitated a parent workshop in a program I named: Parent University. The turnout was incredible. The request for another has been humbling. I also served on a panel during a PTA event with the Area Superintendent. Maryland has been good to me and for now I will remain here.

Gretchen Stewart, CUE 6:

MA Curriculum and Instruction UST 1998

Teacher of the Year Finalist MPLS 1999

Plank Fellow (The New Teacher Fund) 1999, 2000

Kezai Koho Fellow National Council Social Studies 1999

MA Special Education EBD UST 2003

Principal Licensure Georgia State 2005

City of Atlanta Proclamation for Innovative Teaching 2006

Leaders in Learning National Finalist 2006

Current Position: Georgia Learning Resources System Specialist, responsible to provide state of GA DOE directed professional learning to schools in 50th and below percentile, in a 6 district region (301 schools) for achievement and LRE for students with disabilities.