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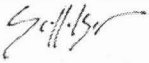
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MEMORANDUM

DATE: May 16, 2011

TO: Representative Bud Nornes, Chair
House Higher Education Policy and Finance Committee

Senator Michelle L. Fischbach, Chair
Senate Higher Education Committee

FROM: Scott R. Olson, Interim Vice Chancellor for Academic and Student Affairs


SUBJECT: Report on the Urban Teacher Program (UTP)

The Urban Teacher Program (UTP) is designed to enable teacher candidates to master the knowledge and skills needed to serve an increasingly diverse student body in urban schools. Metropolitan State University is the lead institution for UTP, working in collaboration with Minneapolis Community and Technical College (MCTC), Inver Hills Community College (IHCC), and other two-year colleges as appropriate. The legislature appropriated funding for program development and implementation and directed that the Minnesota State Colleges and Universities Board of Trustees annually submit a progress report regarding the development of the program.

Because the program has now been in operation for ten years, it seems appropriate to provide a more in-depth look back over its full history. To that end, you will find enclosed a CD containing a ten-year progress report, as well as, a wealth of related information prepared for the Minnesota Board of Teaching as part of the program review/approval submission package by Metropolitan State University. Although this may well be more detail than you will wish to peruse, its inclusion here both enables Metropolitan State to make efficient use of its resources and allows those who are interested to more deeply explore the program's structure, purposes, and outcomes.

The Urban Teacher Partnership continues to offer an important pathway for individuals wishing to prepare to teach in diverse, urban classrooms and serves as an excellent model for coordination and cooperation.

I am pleased to submit this report and would welcome any questions you may have.

Enclosure

c: Legislative Staff
Legislative Reference Library

THE URBAN TEACHER PROGRAM



AT



A 10-Year Progress Report to the Chairs of the Higher Education Finance Divisions Of the Minnesota State Legislature

This report was originally submitted in March 2011 (and revised in April 2011)
to Minnesota Board of Teaching
for the re-accreditation of Metropolitan State University
as an institution authorized to offer teacher licensure programs.

May 2011

A Special Note to Legislators:

In lieu of an annual Legislative Report, please accept this unique and comprehensive report submitted to Minnesota Board of Teaching for the re-accreditation of Metropolitan State University to offer teacher licensure programs for another 7 years through 2018.

We are proud of this extensive report showing how the Urban Teacher Program (UTP) has grown over the past seven years as an alternative teacher licensing program authorized by law in spring of 2000 during the 81st Legislative Session (H.F. No. 3800). This report details how the University and the Urban Teacher Program have operated in meeting dozens of rigorous institutional approval standards, and how the UTP continues to change in meeting the needs of urban schools in Minnesota.

In fact, at the conclusion of the Board of Teaching site visit from April 10 to 13, 2011, the University has been granted continuing approval effective until June 30, 2018 contingent upon approval of a progress report due April 2012 on 8 out of 52 standards that were not fully met.

We appreciate the confidence that the Legislature placed in Metropolitan State University to develop an innovative and alternative teacher licensing program that would increase the number of teachers of color well-prepared to teach in urban schools. We hope the opportunity for you to review this extensive report reinforces the confidence that led to our creation. We enthusiastically look forward to serving the needs of diverse, urban students and schools in Minnesota for another ten years.

METROPOLITAN STATE UNIVERSITY



INSTITUTIONAL REPORT

Submitted to the
Minnesota Board of Teaching

March 2011
(Revised April 2011)



METROPOLITAN STATE UNIVERSITY

Urban Teacher Program

INSTITUTIONAL REPORT

Submitted to the
Minnesota Board of Teaching

March 2011
(Revised April 2011)

On Behalf of Metropolitan State University

Susan Hammersmith, Ph.D., President

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Harriette Wilson, M.S., Associate Professor

March 14, 2011

Members of the Board of Teaching Institutional Review Team:

On behalf of the Urban Teacher Program at Metropolitan State University, we welcome your visit and gratefully acknowledge the time and effort you shall have already given in preparation for this visit. We are most appreciative.

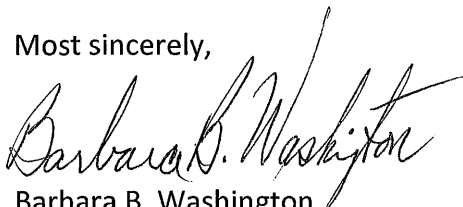
In respect of you and your role in this Institutional Review, we have endeavored to prepare a report that accurately represents who we are and how we have grown. The report reflects the program we have developed and implemented, and it showcases current urban teacher candidates in the Urban Teacher Program, the urban teachers who have graduated from our program, and those who additionally have received licensure and are now teaching.

We are proud of our achievements since your last review in 2004. We wish to share our progress with you as well as the structural challenges we encountered along the way. We wish for you to better understand the significance of what has been achieved over against our goals, plans, acknowledged deficits, success, and remaining challenges in our quest for excellence.

We wholeheartedly welcome your careful review of all aspects of our program. We know that such a review will redound to the benefit of our urban teacher candidates and the social good that we seek through our programming, teaching, and advising.

We look forward to your review and being in conversation with you.

Most sincerely,



Barbara B. Washington
Interim Director, Urban Teacher Program



Rose W. Chu, Ph.D.
Department Chair, Urban Teacher Program

Guide for Electronic Review of This Report

This Institutional Report is written as an interactive document in Microsoft Word version 2007. It is meant to be reviewed in the MS Word interface for optimal viewing. The following directions are based on usability testing of all linked documents and internal navigation features on PC computers but not MacIntosh. The reader is encouraged to use the guidelines below to maximize efficiency in reading this report.

Navigation Tips

Internal Navigation of the Document

Reading the Report can be initiated at any point and there are several embedded links both to the [Table of Contents](#) and to different sections of the report. Embedded links appear at the end of each section and will be highlighted in light yellow with boxed blue borders as indicated below:

[← Go Back to Subpart 5A Table of Contents](#)

[← Go Back to Institutional Report Table of Contents](#)

[← Go Back to Institutional Report Table of Contents](#)

It is suggested the reader view the report from the CD to keep the links intact on the computer rather than saving any section of the Report on the computer desktop or any other location.

External Navigation of Document

All external links will open in a new window with the “default” web browser on the computer being used. The reader may return to the original source by closing the new window opened when clicking on the link.

Linking Conventions

All hyperlinks in this document are marked in **blue** without an underline and the link will turn an **alternative color** after it has been used. To click on and follow a hyperlink, it may be necessary to hold the Ctrl key down and then click the mouse. (Microsoft Word has an advanced option setting that can be used so that reviewers only need to click of the mouse on their computers to follow or open a link.) Links have been made both to internal bookmarks in the document and external sources including to the Internet where necessary. The vast majority of links are to supporting documents located on the CD, but there are several websites linked as well that serve as evidence.

Therefore, this Report is best used with an Internet connection. Should the reader wish to review [supporting documents](#) independently of the report, they may do so by opening the Supporting Documents folder. However, while supporting documents may be used in various sections of the Report (e.g., the UTP Vision, Mission and Guiding Principles or the UTP Student Handbook), they are “housed” in just one of the section supporting documents folder. A comprehensive index of supporting documents for each section of the Report will be provided to the site team during your visit.

BOT Site Visit Team Technical Support

As a courtesy to the Minnesota Board of Teaching and to the Site Visit Team, the Urban Teacher Program has several individuals available to provide technical support in using this document. Team members can contact the following persons from Metropolitan State University BOT Site Visit Coordinating Team should the need arise:

<p>Rose Chu, Ph.D. Associate Professor/Department Chair BoT Writing Team</p>	<p>Rose.Chu@metrostate.edu (651) 999-5926 Office (651) 329-5952 Cellular</p>
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March 14, 2011

Minnesota Board of Teaching
1500 Highway 36 West
Roseville, MN 55113-4266

Dear Members of the Institutional Review Team:

Welcome to Metropolitan State University as you conduct an institutional review of the Urban Teacher Program. The University community is pleased to share with you the work being done in the field of education through our Urban Teacher Program.

The Urban Teacher Program meets the University's mission, "to provide accessible, high-quality liberal arts and professional education to the citizens and communities of the metropolitan area with continued emphasis on underserved groups, including adults and communities of color."

Since the inception of the Urban Teacher Program, the University has strongly supported the development of a teacher education program specifically designed to meet the unique needs of the culturally rich, complex, and diverse metropolitan area. This program has grown and developed over time and now offers an array of programs to meet the needs of our urban schools. The University is committed to continued support for producing excellent urban teachers. We are striving to meet the need for highly trained educators in our region.

We are here to assist your visit to our campus in any way we can, and we look forward to your review.

Sincerely,

A handwritten signature in cursive script that reads "Sue K. Hammersmith". The signature is written in black ink and is positioned above the printed name and title.

Sue K. Hammersmith, Ph.D.
President



Metropolitan State University--Urban Teacher Program Institutional Report for Minnesota Board of Teaching Approval

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Introduction to the Urban Teacher Program and Metropolitan State University

Metropolitan State University is a diverse, urban institution that will celebrate 40 years of teaching, learning and service in fall 2010 as the Urban Teacher Program (UTP) celebrates its 10th anniversary. The university was founded in 1971 as an alternative institution of higher education, and the UTP began in 2001 as alternative teacher licensing program chartered by [legislative mandate](#) to prepare teachers who can meet the needs of urban schools and increase the diversity of the teaching workforce. Both have unique and focused urban missions and visions ([University vision and mission linked here](#); [UTP vision and mission linked here](#)).

The average age of some 10,000 “non-traditional” students at the University is 31, nearly 30% are persons of color, and more than 95% have transferred from another higher education institution. All students commute as there are no residential halls on any of the four main campuses throughout the metropolitan Twin Cities area (near downtown Minneapolis, in the Dayton Bluffs neighborhood of St. Paul, in the Midway area of St. Paul, and in Brooklyn Park) Most classes are offered in the evening, and most meet just once per week. The university hosts no sports teams as most students have full-time jobs and many have families whom they support. The Chancellor of the Minnesota State Colleges and University system (MnSCU) has challenged Metropolitan State to grow to 20,000 students by 2020. Two major initiatives are underway to accommodate current needs and future growth of the university. First, the university is in the process of a reconfiguration of the academic affairs and student affairs divisions. Second, a Task Force has been convened to find a prominent and accessible “West Metro” campus space to lease west of the Mississippi River as leases for current campus locations beyond the main St. Paul campus will expire in 2013.

Approximately two-thirds of all the faculty at the university are part-time adjunct “community” faculty who are experts working in their field throughout the community. Twenty years ago, the full-time “resident” university faculty were not organized in any departments and they did not give students grades; rather, they assessed students competence using narrative transcripts. In the early days, students enrolled in an Individualized Educational Planning (IEP) course where they designed their individualized degree plans. Most of the credits students brought were transferred and it was very common for students to earn college level credits for prior learning. Today, students are able to experience the founding tradition through First College.

In 2004, when the Board of Teaching last visited Metropolitan State, the UTP had 7 full-time faculty, 3 full-time professional staff, 8 community faculty and no executive director to build the university’s emerging

teacher licensing programs. Today, the UTP has 7 full-time faculty, 4 full-time professional staff, more than 40 community faculty, and an executive director. The number of admitted students in Spring 2004 was 51, and the number of student teachers in the Spring of 2004 was 9. In comparison, 319 students are currently admitted to the Program, and 28 are currently student teaching. There are also 240 students who have declared a teaching major but who have not yet completed the high standards for admission to the UTP that helps ensure their success as effective, highly qualified urban teacher candidates.

During the first Board of Teaching (BoT) site visit in April of 2004, construction was just being completed on the university's first and only full-service library, and the UTP was housed in a former bank building on Hennepin Avenue in downtown Minneapolis near the Target Center. Since then, the UTP was housed for six years in a co-location agreement with the university at Minneapolis Community and Technical College. In the summer of 2010, the program moved to the university's Midway campus in St. Paul and will move again in 2013. Over the past five years, the university has had two presidents, three provosts, and a new dean for the College of Professional Studies where the UTP is housed. The UTP has been led by two executive directors and three department chairs. While change and growth have been constants for the university and the UTP, so too have opportunities existed for continuous improvement. The institution and program have high standards for serving students who juggle multiple responsibilities and are engaged in their communities, both are highly accountable to the state public at-large and urban communities in particular, and both embrace change as part of a continuous improvement process based on self-assessment systems and accreditation processes.

The three greatest and unique assets of the university and program are our urban mission/vision, our urban location, and the diversity of our students and employees. More than 30% of teacher candidates are persons of color and more than 90% of UTP faculty and staff are persons of color. These demographics make the UTP the most diverse teacher education program in Minnesota. The university and program are also proud of a strong commitment to active and ongoing engagement in response to the needs of the diverse, urban communities where we are located. Urban Teacher candidates are only permitted to have diverse, urban field experiences; they must have at least 40 hours of such experiences to be admitted into the Program, between 100-120 hours¹ to be admitted into student teaching, and between 12-15 weeks or 480-600 hours² during student teaching. Gaining such field experiences can often be challenging for teacher candidates especially during student teaching, only because most hold full-time jobs and have family obligations while taking their coursework mostly during the evenings.

¹ depending on the licensure area

² also depending on the licensure area

While the UTP is very aware from its assessment system that much work still needs to be done to accomplish its mission, it is still proud of its accomplishments and the accomplishments of its candidates in and out of the classroom. Despite the fact that both Minneapolis and St. Paul Public Schools have been in dire budget circumstances over the past decade and have encountered sharp declines in enrollment, UTP licensed graduates are often selected for the few jobs that do become available. UTP licensed graduates are often finalists for and hired in districts beyond the two Twin Cities as schools experience increasing student diversity. The UTP is also proud of the accomplishments of many of its alumni who have not become licensed as they have told their former professors how they have used the knowledge and skills gained at the university in other non-profit employment that has had positive impact in urban communities. Furthermore, many are the first college graduates in their families, and many have said they have pursued graduate studies.

At the October 2010 [conference “Frontiers in Racial Equity”](#) organized by the Minnesota Minority Education Partnership (MMEP), several UTP faculty and staff made a presentation entitled “Successes and Challenges in Preparing Teachers of Color for Urban Schools.” Additional background information about the UTP, including a more extensive summary list of the Program’s successes and challenges are available in the [PowerPoint](#) and [handout](#) for the presentation. A brief timeline of the history of the UTP is presented on the [next page](#).

This, then, is the context framing the report that follows. The Urban Teaching Program, nested within the Metropolitan State educational community, is a unique alternative teacher education program that promotes the development of effective urban and diverse educators. The Program was originated in response to evident needs in the society at large and in our Minnesota schools in particular. In addressing each of the standards for Board of Teaching institutional approval, this report gives evidence of the challenges we have faced and overcome with many improvements since the last time the BoT approved Metropolitan State in 2004. All of the UTP’s licensure programs are approved through 2014 with alignments to the MN Board of Teaching licensure standards, and we are confident the site team will find this report and site visit worthy of continuing institutional approval through 2018. Metropolitan State and its Urban Teacher Program have developed a successful program that increases the number of teachers of color in the urban education workforce and improves the educational outcomes among learners of color and other historically underserved students.

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A Brief Timeline of the 10-Year History of the UTP Offering Licensure Programs

- 1999-2000** Minnesota Legislature authorizes the creation of an urban teacher preparation program that includes Metropolitan State and two community colleges (Minneapolis Community & Technical College and Inver Hills Community College).
- 2000-2001** Minnesota Board of Teaching grants initial conditional approval for Metropolitan State to begin offering a teacher licensing program. Department Chair is hired to develop new Program. Two faculty are hired for fall.
- 2001-2003** The three faculty start offering classes and admitting students to the Urban Teacher Program, with urban secondary education coursework aligned added to requirements for majors in Biology, English, Applied Mathematics, and Social Science. Early Childhood Education faculty member is hired to develop a licensure program. Senior faculty member from Social Work department is appointed Executive Director for one year to help manage a program with all untenured faculty. Two additional faculty members are hired in 2002-03 academic year for the secondary education program. Change in Department Chair.
- 2003-2004** Change in Department Chair. One more Early Childhood Education faculty member is hired as well as a Field Experience Coordinator. All four secondary licensure programs and new Early Childhood Education licensure program are submitted with standards alignments in December to the Board of Teaching for full approval as a condition for an institution review and site visit in Spring 2004. Board of Teaching site visit for Institutional Approval. Continuing Institutional Approval is granted. One originating faculty member goes on leave and eventually resigns two years later.
- 2004-2005** UTP Moves to Co-locate at Minneapolis Community and Technical College. Mathematics Educator is hired, Recruiter is hired, and second office administrative specialist is hired. Collaboration between UTP and Arts & Sciences faculty results in secondary majors in College of Arts & Sciences being re-designed and renamed to Bachelor's of Science degrees in English Teaching, Life Sciences Teaching, Mathematics Teaching, and Social Studies Teaching. UTP Field Experience Coordinator retires, and new Field Experience Coordinator is hired in summer 2005.
- 2005-2006** Change in Department Chair. Academic Advisor takes position as Director of Admissions for the University. New Academic Advisor is hired. Existing faculty develop proposal for an Urban Elementary Education degree and licensure program and a post-baccalaureate process for candidates with degrees who want to be licensed to teach in secondary schools
- 2006-2007** All five licensure programs are re-submitted again to the Board of Teaching as part of the rigorous PEPER process for program approval. All receive continuing approval. Update report is submitted to BoT in June regarding institutional approval standards not met and met with weakness related to the assessment system and curriculum library that were just emerging in 2004. BoT subsequently approved all institutional standards as having been met. Graduate Certificate in Urban Secondary Education is approved by the University and MnSCU so post-baccalaureate students can receive an award for their studies and qualify for financial aid at the graduate level. Recruiter takes a promotion within the University, and new Recruiter is hired. Early Childhood Education faculty member retires and secondary education faculty member resigns to accept administrative position at another university.
- 2007-2008** Executive Director is hired and Early Childhood/Elementary Education faculty member is hired. Elementary Education Program is approved and begins.
- 2008-2009** Change in Department Chair. President Hammersmith joins Metropolitan State. Urban Special Education faculty member is hired (faculty who resigned in 2007 is rehired for different position).
- 2009-2010** English as a Second Language minor is approved. Amended PEPERs are submitted and eventually approved for all licensure programs to meet new reading and technology standards. Dean of College of Professional Studies resigns to accept new position in New York. UTP Executive Director resigns for personal reasons.
- 2010-2011** Interim Executive Director is hired in December. Search commences for UTP Academic Counselor/Database Manager. Graduate Certificate in Urban Special Education is approved by MnSCU, and Graduate Certificate in ESL is still pending MnSCU approval. Department plans to submit SpEd and ESL licensure programs for BoT initial approval in May.

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Subpart 5 A. IN PROFESSIONAL AND PEDAGOGICAL STUDIES

A(1)	The institution has high quality professional education programs that are cohesive, comprehensive, and based on research, theory, and accepted practice.
A(2)	The institution requires that candidates in teacher preparation programs complete a professional sequence of courses, based on the components under part 8710.2000.
A(3)	Assessment and evaluation are integral components of the professional education sequence and are used to monitor teacher candidate performance and program effectiveness.
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A (1)—The institution has high quality professional education programs that are cohesive, comprehensive, and based on research, theory, and accepted practice.

The Cohesive and Comprehensive Nature of the Urban Teacher Program (UTP) based on the UTP Vision, Mission and Guiding Principles

Since it was started in 2001, the Metropolitan State University Urban Teacher Program (UTP) has had the interconnected goals to (a) improve the demographic representation of the teacher workforce so as to reflect the diversity of populations in urban schools, and (b) use the best current and established methods available to prepare new teachers who can improve the academic achievement among historically underserved learners. In December 2005 after receiving feedback from partners and stakeholders in the internal UTP Advisory Council and external Joint Steering Committee, the UTP codified these goals through the adoption of the “[Urban Teacher Program Vision, Mission, & Guiding Principles.](#)”

This “mission document” constitutes the UTP conceptual framework and is designed to meet a standard of cohesion and comprehensiveness. “High Quality” in the UTP is defined as the degree to which the its professional education programs meet the rigorous Minnesota Standards of Effective Practice, the content standards required for licensure, and the UTP mission and guiding principles. Thus, the core vision and mission of the UTP is specifically operationalized through “guiding principles” that serve as a set of standards for effective practice in urban education to complement our preparation of new teachers based on the Minnesota Standards of Effective Practice. Every course in this Program incorporates aspects of these core principles, which in combination are designed to produce teacher candidate qualities in professional, social-cultural, instructional, and subject matter competence.

For example, we seek to “recruit, advise and retain teacher candidates of color” and use our resources to meet and exceed the expectations to enroll at least 50% students set forth in the 2000 Minnesota Legislature that brought our program into being (Article 11, Section 1, Subd 4 of H.F No. 3800, 5th Engrossment: 81st Legislative Session, May 11, 2000). We work to develop and maintain active partnerships within and outside of the University to support “curriculum, advising, services and other support to achieve our mission and guiding principles” and which include ongoing assessment and change to improve our program. Our program focus throughout the curriculum embeds what we believe are important notions of “unconditional positive regard”, critical thinking, scholarship, and “passion for life-long learning”. We infuse a multicultural, urban perspective throughout all of our courses in recognition of important dispositional characteristics of urban teachers. We believe urban teachers must have respect for the rich diversity of life and experience of their students, families, and communities and how such an understanding is an essential tool for effective teaching. As faculty, we use our students’ teaching and learning experiences as well as the criteria set in State standards to inform not only the teaching that our students must do, but to reflect and emulate those experiences within our own practice. Finally, our program itself seeks to model the rich diversity we wish to see in the urban teacher workforce. We actively engage in promoting this diversity through the recruitment of resident and community faculty so that our teacher candidates can see as well as experience the potential for a diverse urban teacher workforce.

After identifying below the comprehensive programs of the UTP, we describe how the UTP cohesiveness is based on research, theory and accepted practice in urban and multicultural education.

Expanded and Comprehensive Programs

Undergraduate Programs. Since the previous Board of Teaching (BoT) Site Visit in 2004 when there were five new undergraduate programs, the BoT has approved the UTP and university to offer a sixth undergraduate teacher preparation program in Elementary Education with a pre-primary specialty. Thus, the UTP currently offers a comprehensive range of undergraduate teacher preparation for individuals seeking licenses in the following areas:

- ❖ Early Childhood Education (birth-grade 3)
- ❖ Elementary Education (Kindergarten to grade 6 with a pre-primary specialization)
- ❖ Communication Arts and Literature (grades 5-12)

- ❖ Life Sciences/General Science (grades 9-12, 5-8)
- ❖ Mathematics (grades 5-12)
- ❖ Social Studies (grades 5-12)

Graduate Programs. In addition, the UTP now offers graduate-level preparation in the four secondary education licensure areas listed above for persons with previous bachelor's degrees. Students with previous degrees have been enrolled in Metropolitan State's teacher preparation programs since the UTP started in 2001. However, at the time of the 2004 BoT site visit, these students only had undergraduate course options in seeking a licensure recommendation from the university. In response to growing demand from this population of career changers, an alternative post-baccalaureate program option was developed and approved, with courses beginning fall 2006 toward a Graduate Certificate in Urban Secondary Education Teacher Preparation. This graduate option is designed for individuals with an existing bachelor's or graduate degree who are seeking initial licensure as well as those who are seeking additional licensure in either communication arts and literature, life science/general science, mathematics, or social studies for teaching in grades 5 to 12.

New Program Development. The UTP is currently in process of developing proposals for BoT approval of three additional new graduate or undergraduate teacher preparation programs. These programs include:

- Teaching English as a second language (ESL)—K through 12th grade (undergraduate and graduate)
- Special Education Teachers of Students with Learning Disabilities—K through 12th grade (Graduate Certificate)
- Special Education Teachers of Students with Emotional/Behavioral Disorders—K through 12th grade (Graduate Certificate)

Furthermore, discussions over the past few years have resulted in goals to establish additional undergraduate and graduate programs (see [UTP Long-Range Goals & Priorities, Sect D](#)), particularly post-baccalaureate options for Early Childhood and Elementary licensure as well as additional science

licensure areas. The most pressing demand from current students and professional educators is for Master's degrees in education.

Established Research, Theory, and Practice in Urban Education

The Urban Teacher Program at Metropolitan State University envisions that it will “prepare diverse, reflective, and resilient teachers who are outstanding in their commitment and ability to meet the needs of historically and currently underserved urban learners, schools, and communities.” Further, we see ourselves as collaborating “with partners to assure that culturally and linguistically diverse urban learners experience high academic achievement from preschool through college.” Embedded in this vision are core beliefs we have about the learners we are preparing teachers to teach, the kind of teachers needed to prepare learners for high academic standards, and the interconnected role of teachers and schools with parents and communities.

This perspective begins with our **Core Philosophy**, the important premise of “unconditional positive regard” (Rogers, 1961; Standal, 1954) for children and youth as well as teachers. This means we begin with the belief that students want to learn, that they do learn, and that teachers want to teach and be effective doing so. Thus, the conception and curriculum of the UTP is continually built upon current scholarship known for promoting the development of effective urban and diverse educators, and it is firmly grounded in our expectation that children and youth deserve not only well-prepared educators, but ones who actually believe in the children “in front of them” rather than view them with deficits who will probably not succeed in school and life.

Our **theoretical framework** (see Figure below) of teacher preparation reflects five interrelated principles. First, learners found in urban schools are resilient in the face of numerous obstacles and are capable of high academic achievement (Corbett, Wilson, & Williams, 2002). The same can be said of the teachers who work and believe in urban children (Henderson, 1997). The second principle is that effective teachers of urban learners act upon essential dispositions for urban teaching (Thompson, 2009). A third principle—critical content knowledge—reflects extensive and widely accepted theory and research that effective teachers need to have a firm understanding of the content they are teaching and possess the ability to think critically about the subjects they are teaching to urban learners (Stronge, Tucker, & Hindman, 2004). The fourth principle is that effective urban pedagogical practices are reflective, responsive, and relevant to the needs and interests of urban learners (Williams, Woods, Hilt, Newcombe, & Kinney, 1995). Finally, urban teacher education must be more than effective evidence-

based teacher preparation. Good teaching practice must be coupled with improving the composition of the urban teacher workforce. Further explanation of the five interrelated principles special to the UTP is provided below.

Figure: UTP Theoretical Framework

Resilient Learners and Teachers. A growing body of research and practice shows that despite limited environmental supports for positive educational outcomes, urban learners, especially those historically considered “at-risk”, “disadvantaged”, or “under-privileged”, demonstrate remarkable capacities to engage in learning and, when given the opportunity, achieve to a high potential (Morales, 2010; Henderson & Milstein, 2003; Williams, 1996). This “resiliency” to surmount difficult circumstances is particularly apparent when learners receive



appropriate instruction and materials (Elias & Haynes, 2008; Kanevsky, Corke, & Frangkiser, 2008). In particular, urban students are more likely to achieve academically when they are supported by the adults around them, their communities, and the teacher and schools they attend (Ryan, Miller-Loessi, & Nieri, 2007; Abeley, 2009).

This capacity is grounded in theoretical and learning research that examines the nature of “tacit” or “successful” intelligence (Sternberg, 2002; Sternberg & Grigorenko, 2002; Sternberg, Grigorenko, and Ngorosho, 2002). Sternberg and his colleagues have demonstrated that learner intelligence is best understood as the capacity of individuals to learn in the contexts within which they experience educational activity and how their exposure to adults and the environment mediate their learning capacities (Grigorenko, Meier, Lipka, Mohatt, Yañez, & Sternberg, 2001). Hence, young and adolescent urban learners’ capacity to learn should (a) be measured according to their capacity to master intellectual problems presented by their environment and (b) be taught through inclusion of successful

skills, strategies, and knowledge gained within their environments as part of their curriculum of instruction (cf. Corbett, Wilson, and Williams, 2002; Rodriguez and Bellanca, 2007).

Concomitant with resiliency in learners is the impact that teachers have on lives of the learners they teach. Importantly, long term research in teaching and learning indicates that teachers' relationships with their students have a profound impact in fostering learner resiliency (Benard, 1997; Henderson, 1997).

Furthermore, the curriculum and program of the Metropolitan State University Urban Teacher Program are designed to support not only urban learner resiliency but also teacher candidate resiliency. Program personnel strive to prepare and support resilient teacher candidates, many of whom have overcome their own challenges. Faculty teach that resilient teachers are those who believe that children from urban settings can be successful and that it is the teacher's job to collaborate with families and others to assure that their students actually are successful (Patterson, Collins, & Abbott, 2004 (Chung, 2006); Corbett, Wilson, & Williams, 2002). How this preparation and support is accomplished is described throughout this report.

Essential Educational Dispositions for Urban Teachers. A common perspective in educational programs is often captured in the slogan "all children can learn" (or, alternatively "all children can succeed"). This slogan usually illustrates the principle that education should be effective in addressing the needs of all the children in a school including those historically underserved. However, research suggests that current practices in schools may operate under several modified versions that may lead educators in undesirable directions. Corbett, Wilson and Williams (2002) identified three versions of the "all children can learn" perspective that seem to exist in practice:

- ❖ *"All children can learn if they are willing to try;"*
- ❖ *"All children can learn **but** some don't because of their families;"*
- ❖ *"All children can learn **and** it is the educator's responsibility to see that they do."*

These authors found that educators who saw it as their responsibility to assure learners' success were more likely to be successful in promoting improved academic achievement than those who were only using research-based instructional practices. In other terms, teacher determination and resiliency in the face of their students' actual or perceived obstacles is an important predictor in promoting the effective use of student resiliency for improved academic outcomes.

Thus, in addition to a core belief in the resiliency of urban learners based on research and the personal/professional experience of UTP faculty/staff, the UTP reflects the research of Corbett, et al. (2002) that acknowledges the importance of effective urban pedagogical skills but identifies the most salient factor in assuring that “all” students actually do learn is the *educators’ belief system about the learner*. That is, effective urban teachers must believe that the learners in front of them are capable of succeeding. Such educators see it as their job to act on that belief. They must emphasize and build upon the assets, skills, and knowledge that urban learners bring with them to school, not just the challenges and deficits. They work to incorporate the experiences of learners, their parents and communities into their teaching and they are resilient in the face of adverse beliefs by the community, parents, and even of the learner when that occurs.

Effective Pedagogical Skills for Urban Teaching. Along with the research on resiliency and dispositions, the work of others (e.g., Ayers, 2001; Ladson-Billings, 2001 & 1994; Williams, Woods, Hilt, Newcombe, & Kinney, 1995; Deschennes, Tyack, & Cuban, 2001) points to the fact that evidence-based curriculum and instruction in the classroom is by far more important than the effects of environment and individual circumstances: that is, effective teaching can overcome the effects of “disadvantage.”

The UTP incorporates two additional important features of successful urban teaching, defined as improved academic learning, which permeate and characterize the approach to teacher preparation at Metropolitan State:

- Cultural and experiential relevance of curriculum/instruction to the learners is necessary to effect the connection between what learners have acquired in life and what they must learn to be successful academically. Hence, teachers must be culturally and experientially competent in the factors that promote positive outcomes for the learners in their care (Banks, 2002; Delpit, 2006; Gay, 2000; Ladson Billings, 1994; Nieto, 1999).
- Teacher reflection on the observed outcomes of instruction is necessary to examine continuously how learners are responding to what has been taught (Posner & Vivian, 2010; Ayers, 2001; Zeichner & Liston, 1996).

These two core features of the approach taken by the Urban Teacher Program to prepare successful urban educators are described below.

Culturally Responsive/Relevant Pedagogy. The teaching principles and course design in the UTP centers on culturally responsive/relevant pedagogy. No one is exempt from having a culture as it is what

influences how learners think, process information, and master academic skills (Gay, 2000; Webb, Metha, & Jordan, 2010). As advocates of culturally responsive/relevant pedagogy, preservice teachers engage in course designs that integrate ways to vary and link teaching to a precept in social justice thus they learn how to create equitable instruction that sustains academic success for all learners (August & Hakuta, 1997; Nieto, 1999).

According to Irvine (2003), “Responsive simply means acting appropriately in the instructional context. Responsive teachers do not stereotype students, blindly follow one teaching method, or use the same teaching materials for all students” (p. 73). Ladson-Billings (1994) outlines three criteria for culturally relevant pedagogy: 1) An ability to develop students academically; 2) A willingness to nurture and support cultural competence in both home and school cultures by valuing and building on skills that students bring from the home culture; and 3) The development of a sociopolitical or critical consciousness where teachers help students recognize, critique, and change social inequities. (This third criterion will be discussed further in the section describing the Theoretical Framework component of critical content knowledge.)

The literature (Gay, 2000; Irvine, 2003; Ladson-Billings, 1994; Villegas & Lucas, 2007) describes culturally responsive/relevant teaching in numerous ways. Consequently, UTP preparation is a systematic and comprehensive approach. Coursework uses field experiences, situated pedagogies, and entering classrooms of experts to develop understanding and skill in teaching. Cultural knowledge is infused throughout all that takes place in readings, discussion, presentations, and projects. For example in practice, UTP pre-service teachers build knowledge of second language learners’ language difficulties and cultural differences which in turn increases understanding the process of language acquisition. Preparation teaches how to adapt curriculum to the urban learners’ cultural and language needs, as well as integrate literacy skills into instruction (Meyer, 2000; Mora, 2000).

Culturally responsive/relevant pedagogy is multifaceted. Thus, UTP preparation includes, but is not limited to, placing emphasis on developing lessons and units with active and interactive assignments that: a) maximize urban learner involvement, b) draw on current, past, and future knowledge to build their skill development, c) integrate into the curriculum voices and perspectives that represent urban learners, and d) select curricular resources that reflect learners’ experiences and histories (Wolf, Ballentine, & Hill, 2000). In essence, the UTP believes that teachers need to implement culturally relevant/responsive teaching curriculum and methods because doing so is an ethical as well as moral responsibility for professionals working with students of color who are trying to reverse centuries of oppression and “deculturalization” experienced in and out of schools (Spring, 2010).

Reflection. Reflective teaching is based on examining the nature of students, the environments in which they live and in which they learn, and the individuals that affect them as they engage in learning (Zeichner & Liston, 1996). Reflective teaching must also consider the social and cultural frameworks that influence all the aspects of how children learn (Posner & Vivian, 2010). In practice, teachers use reflection—the act of examining whether learning is taking place and using that information to inform teaching—so that they can determine better ways to improve student learning. In many ways, reflective teaching for working with urban learners is a synthesis of promoting learner resiliency; developing and maintaining positive regard for the student “in front of you”—culturally responsive pedagogy; developing and maintaining pedagogical skill; and constantly maintaining one’s knowledge of subject matter. As shown in the figure above **UTP Theoretical Framework**, implementing reflective practice is a key way one shows “unconditional positive regard” for every student. Indeed, teaching, to be effective, must see the student, not “all students” or students “who want to learn”—every **student—as the center of teaching**. Every aspect that affects a student’s learning—cultural values, linguistic diversity, their families and communities, teachers and various school personnel, conditions at the school, and relative status within society—must be considered in developing effective teaching (Posner & Vivian, 2010).

Critical Content Knowledge. A fourth component of the UTP Theoretical Framework includes the importance of knowing what one is teaching. The UTP expects teacher candidates to know the content well enough to integrate their general, content and pedagogical studies and make interdisciplinary learning experiences for the urban learners in their classrooms. Furthermore, as stated above in summarizing the research of Ladson-Billings (1994), one of the core elements of culturally relevant pedagogy is the development of a sociopolitical or critical consciousness where teachers help students recognize, critique, and change social inequities as advocated earlier by Freire (1974, 1972). The UTP prepares teachers to shape curriculum that represent histories, lifestyles, and contributions of ethnic groups often in the urban classroom, create knowledge and grapple with critical questions, and foster not only awareness but acceptance of cultural differences. Research (Delpit, 2006; Hefflin, 2002; Ladson-Billings, 1994) suggests that as a result, teacher and learner gain knowledge beyond what most texts offer. If urban teachers do not understand the importance of culture, race, family, community, and varied learning styles, then problems and failure co-exist.

Increasing Teacher Diversity. The UTP is deliberate in stating the order of its two-part mission: “1) To increase the number of well-prepared teachers of color in Minneapolis, St. Paul and inner-ring suburbs

so that the urban teaching workforce reflects the ethnically diverse population of students and their communities; and 2) To empower urban teachers with the content knowledge, pedagogical skills, urban field experiences, and professional dispositions needed to improve the educational achievement of historically and currently underserved urban learners and to advocate for their right to receive a high quality education.”

Ultimately, real changes in educational practice cannot be successful until the students in urban schools in all their diversity are reflected in the composition and experience of the teachers that teach them. While the demographics of students in Minneapolis and St. Paul schools is approximately 70% students of color and while the diversity of students in the state increases beyond 25% students of color, the teacher workforce and new teacher education graduates in Minnesota are only represented by less than 10% teachers of color (Minnesota Minority Education Partnership, 2009). Consequently, today’s teachers working with students must strive mightily to assure that historically and currently under-achieving and, therefore, underserved students are graduating from schools with an education that prepares them for citizenship, employment, and continued opportunity to learn so they can thrive socially, financially, and intellectually. In this way, it will be possible for many more students of color and other under-served groups to leave high school with the opportunity to consider careers such as teaching, thereby improving the prospects for ever more teachers of color and other diverse educators.

The difficulties in looking to more potential teachers of color are often considered as insurmountable: achievement disparities among students and communities of color in general (Minnesota Minority Education Partnership, 2009), financial problems that prevent people of color to enter college (Haycock, 2007), and high demand for existing teachers of color that make teaching in lower-paying, more “difficult” urban schools less attractive (Council of Great City Schools, 2000). However, this kind of argument leaves the profession of teaching, especially in urban schools, at a disadvantage and viewed as a vicious cycle. Thus, The UTP was brought into being a decade ago expressly to address how new teachers can overcome the cycle of academic disparity that creates the demographic disparities in college-going for students of color and other historically under-served students, which consequently result in demographic disparities in the composition of teachers in urban schools.

Thus, meeting our charge and accomplishing our mission requires new teachers from every background specifically to be capable of promoting educational achievement in urban students needed for postsecondary education. Indeed, recent research on the characteristics of new teachers “probably or

likely” to seek teaching positions in urban “high need” schools indicate that teachers of dissimilar background from urban students will become less likely to do so without strong preparation in addressing the educational and social needs of urban students (Ross, Dodman, & Vescio, 2010).

However, from one vantage point, the difficulties preparing and maintaining an urban teacher workforce dedicated to improving educational outcomes for historically under-served students can be seen as a “revolving door” phenomenon. New teachers, especially in urban schools, often see their entry into teaching careers as only getting started in urban, high-need schools. Then, after a few years, they tend to look for ways either to transfer to other “more desirable” schools or even to a different career (Stairs & Donnell, 2010). In this view, existing evidence of teacher entry and retention indicates that the primary issue is retention, especially of current, predominantly White teachers seeking to teach “in familiar [to them] school contexts” (Stairs & Donnell, 2010, p. 3). Thus, a seemingly pragmatic approach is to work hard at building commitment among new teachers to stay and be a part of the urban schools in which they teach. The task becomes one of building strong dispositions for working in the urban framework among the teachers currently working in schools. For this reason, the UTP has an admission requirement that all candidates must “demonstrate a commitment to teaching in an urban setting.”

Thus, the UTP approach to urban teacher education is designed to improve the cultural, linguistic, and racial makeup of urban teachers and also to “change the conversation” among all prospective teachers who serve diverse urban learners. We believe there is a different and necessary dynamic in classrooms, teacher’s lounges, school buildings, and school systems when ever larger numbers of certified teachers of color begin to comprise more significant proportions of the teacher workforce. Moreover, if such teachers also come with the similar experiences—trials, tribulations, and resilience—as their diverse urban students, it is much more likely that problems with teacher recruitment, retention, and attrition in urban schools will significantly improve.

Finally, we understand the difficulty and enormity of the problems facing urban schools and the resulting problems of bringing more and highly-qualified, diverse urban teachers into urban schools. Our own experiences show that increasing the proportion of diverse urban teacher candidates is a challenging opportunity and not a straightforward path given the challenges of urban K-12 schools in eradicating historic educational disparities among the very students from which prospective teachers

may emerge. Yet, the UTP vision mission, and guiding principles and an assessment system for continuous improvement help prioritize the goals we seek to achieve and the work we set for ourselves.

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A (2)—The institution requires that candidates in teacher preparation programs complete a professional sequence of courses, based on the components under part 8710.2000.

All teacher candidates are required to take a sequence of courses in the Urban Teacher Program that are designed to help them gain the knowledge and skills encompassed in the MN Standards of Effective Practice (SEP), part 8710.2000. Each of the required courses in our licensure programs have been aligned with appropriate SEP's, and this alignment with the standards is made explicit for students either within the course syllabus itself or as a course standards matrix supplementing the syllabus.

Over the past four years, documentation of this alignment has been provided by the UTP to the Board of Teaching three times (2007, 2008, 2010), and each submission has been approved by the BoT. In 2007,

the UTP submitted revised standards alignment through the state-adopted Professional Education Program Evaluation Review (PEPER) process. In 2008, the Elementary Education program was granted initial program approval. In 2010, the UTP submitted amended PEPER's responding new standards in technology and reading/literacy. This documentation for each licensure program is linked in the table below.

Early Childhood Education (required coursework information sheet)	2007 PEPER (SEP)	2007 BoT Approval	2010 Revised PEPER for new SEP standards	2010 BoT Approval
Elementary Education with PreK specialty (required coursework information sheet)	2008 RIPA (SEP)	2008 BoT Approval	2010 Revised PEPER for new SEP standards	2010 BoT Approval
Communication Arts & Literature (required coursework information sheet)	2007 PEPER (SEP)	2007 BoT Approval	2010 Revised PEPER for new SEP standards	2010 BoT Approval
Life Science/ General Science (required coursework information sheet)	2007 PEPER (SEP)	2007 BoT Approval	2010 Revised PEPER for new SEP standards	2010 BoT Approval
Mathematics (required coursework information sheet)	2007 PEPER (SEP)	2007 BoT Approval	2010 Revised PEPER for new SEP standards	2010 BoT Approval
Social Studies (required coursework information sheet)	2007 PEPER (SEP)	2007 BoT Approval	2010 Revised PEPER for new SEP standards	2010 BoT Approval

Our standards-course alignment documentation program approval details how teacher candidates have multiple learning opportunities to gain competence in the Standards of Effective Practice as they progress through the Urban Teacher Program from pre-professional courses that are required for program admission (i.e., undergraduate pre-professional courses EDU 200 and EDU 203, or introductory graduate seminar EDU 600 for post-baccalaureate teacher candidates) to their culminating student teaching experience. Competence in these standards is gained through required readings, course activities, course assessments, and clinical field experiences.

To inform teacher candidates how the overall sequence of required courses in the Urban Teacher Program comprehensively provides them with multiple opportunities to gain competence in the Standards, teacher candidates are given matrices of courses and standards. These matrices are designed to help teacher candidates reflect upon their attainment of the Standards within courses, and develop their comprehensive standards-based pre-professional exit portfolio. In addition to individual course matrices, the UTP also includes overall matrices in [Section XII](#) of the *UTP Student Handbook* for each program. Additionally, the PEPER approval matrices for each of our current programs illustrate this course assessment alignment (as shown in the table above).

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A (3) Assessment and evaluation are integral components of the professional education sequence and are used to monitor teacher candidate performance and program effectiveness.

Assessment and Evaluation Are Integral Components of the Professional Education Sequence

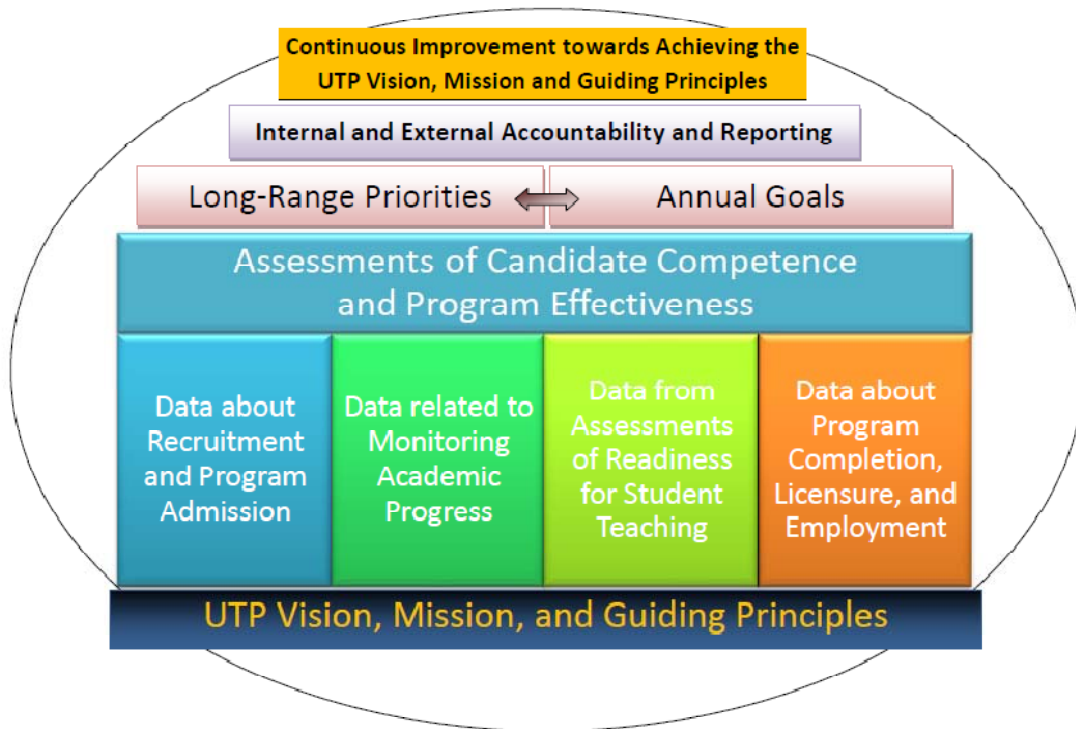
Assessment and evaluation are integral components of the professional education sequence in the Urban Teacher Program. Assessing and evaluating candidate performance as well as program effectiveness has been crucial for the UTP as a relatively new program with a focused mission and many sources of accountability. Developing and implementing the assessment system has resulted in many changes and improvements to the UTP over the past decade, and the system positions the Program to make continuous improvements well into the future. The UTP assessment system was reviewed by the Board of Teaching in 2007 as part of a required update to the 2004 institutional report and site visit, and the condition for institutional approval related to standard F(2) and A(3) was removed in part because of the following evaluation of evidence provided:

The Urban Teacher Program has clearly identified benchmarks for student progress, collected data for all students at those checkpoints, analyzed aggregated data within the Unit and with stakeholders as appropriate, and evidenced important adjustments and improvements to their program that were informed by data results. Resources have been allocated to support the infrastructure, and the community at-large has been engaged in establishing and monitoring of the assessment design (Simms, 7-13-07).

In providing a further updated response to this standard A(3), this section includes a description of the overall assessment system in terms of design, process, elements and plans grounded in a conceptual framework. Then, descriptions and examples will be provided of how assessment and evaluation are used to monitor candidate performance and program effectiveness. Finally, examples of changes and improvements made in the UTP since 2004 will be noted and described.



Overall Assessment System Design

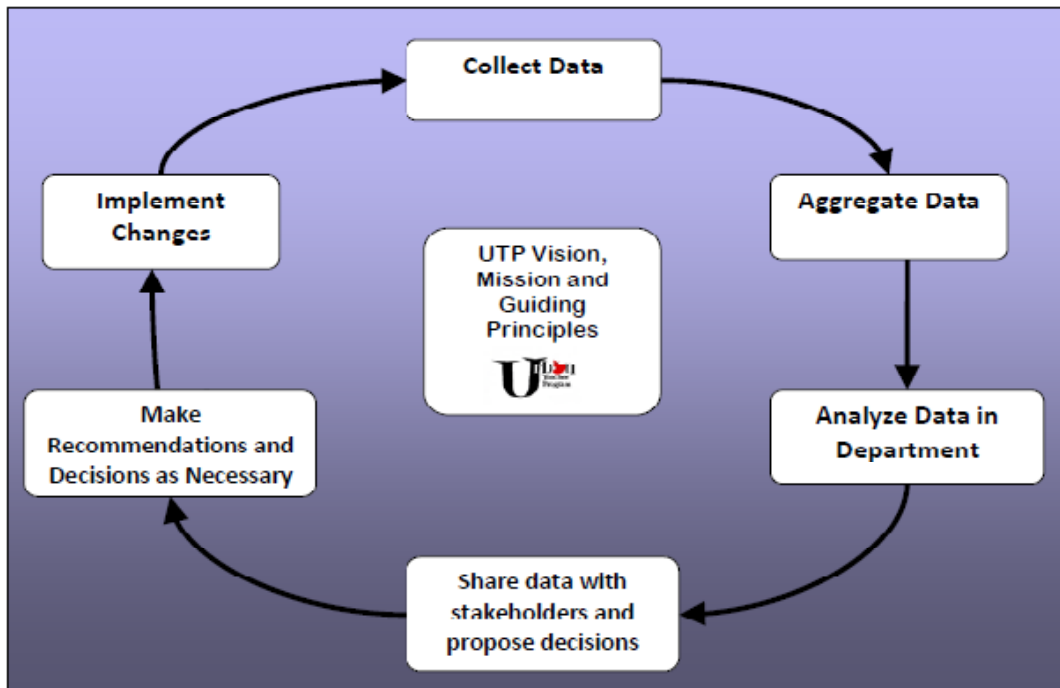


The foundation of the UTP Overall Assessment System Design is the Vision, Mission and Guiding Principles. Data are collected at various checkpoints from recruitment of candidates to employment in urban schools as licensed teachers in their field. These assessments of candidate competence and, ultimately, program effectiveness inform and reflect UTP Long-Range Priorities/Goals as well as Annual Goals that are determined in relationship to each other and with stakeholder input. The UTP is accountable to various internal and external constituencies and reports data from the assessment system to these groups. Ultimately, the whole system is connected by the quest for continuous improvement related to the Vision, Mission and Guiding Principles.

The UTP assessment design is based upon identifying, collecting, aggregating, disaggregating,

analyzing, and reviewing student performance data as well as program outcomes. Necessarily, this process (see figure below) is continuous and on-going. This assessment process for continuous improvement involves the Department and stakeholders in analyzing aggregated data and considering their implications.

Figure: UTP Assessment Process for Continuous Improvement



This figure and the one preceding are supplemented by the following charts and tables that further describe how data are collected and aggregated at various checkpoints of student progress.

- [UTP Assessment System Central Questions at Transitional Checkpoints of Candidate Performance](#)
- [UTP Checkpoints and Opportunities for Aggregated Data Points when Assessing Candidate Competence and Program Effectiveness](#)
- [Timelines for collecting, aggregating and reporting data about candidate performance, and program effectiveness to inform continuous program improvement and meet external accountability requirements \(a combination of reality and ideal goals\)](#)

Finally, the table, "[Improvements to the UTP Assessment System](#)", describes some of the key areas in which this system has developed since 2004 in order to meet standards A(3) and F(2).

Infrastructure. In order to build, maintain and improve the UTP Assessment System, the Department developed new infrastructures and connected them to existing university infrastructures and resources. The most significant infrastructure development since 2004 has been the creation of a database (using Microsoft Access) of all prospective, pre-admitted, admitted candidates, and program completers. Using this method and software application has made it possible to aggregate student data through dozens of [database queries](#) related to various checkpoints of student progress, as well as improve the program's capacity to monitor and communicate with individual students. Since 2007 this database has matured from one that only held data received and entered by the UTP, to one that connects with the large university database of student records (Integrated Student Records System, ISRS) within a secured server environment. Connecting the UTP Students database to the University's database has been technically challenging the past three years and has demanded considerable institutional as well as program resources and time. While there are technical issues that arise from time to time as with any database, the UTP is pleased to be one of only two known institutions (the other being Minnesota State University-Mankato) that has been able to connect its own locally created database with the MnSCU ISRS database to create a robust assessment system tool.

For now, the database is functioning to serve the needs of our assessment system. However, the UTP looks forward to networking with other members of the Minnesota Association of Colleges for Teacher Education (MACTE) around this infrastructure issue as data needs and accountability will likely only increase in the future. Whether the UTP and Metropolitan State decide to purchase a commercial data management system as some other state universities is yet to be determined in the coming year or two. The quality of commercial data management systems is constantly evolving with technology. For example, in 2006 the UTP started requiring teacher candidates' to submit electronic portfolios. The UTP had piloted the use of a commercially-offered portfolio and assessment system, but was not satisfied with the benefits in light of the costs. Ultimately, the UTP decided to use a resource developed and sponsored by MnSCU called [eFolio Minnesota](#) because of its accessibility and affordability to students. It has worked very well thus far for candidates and the program.

Targeted Resources. To support infrastructure development since 2004, the UTP has leveraged department, college, university and MnSCU resources to develop and maintain its assessment system. Student workers with expertise in developing data management systems have been hired to

build, fix and maintain the UTP database. When student workers were not available during certain semesters, a consultant has been hired. A faculty member has been provided with reassigned time to serve as the Assessment Coordinator for the Department. In this role, the Assessment Coordinator works closely with the current department chair, executive director, program staff, and University personnel in Institutional Research and Information Technology to continuously improve the assessment system and upgrade the database structure and functionality. Considerable time, intellectual, and technical resources have been utilized from the Offices of Institutional Research (IR). Information Technology (IT) has also helped to develop and maintain aspects of the database.

In the spring of 2010, the Department asked the Vice Provost to convene a “Data Summit” with key personnel from IR and IT to discuss the growing data needs of the UTP and to address challenges being encountered with updating and upgrading the database. Staff members in both IR (Cynthia Devore) and IT (Ji Li) worked to explore, test, and implement a solution that increased the reliability, functionality, and multi-user accessibility of the database. At the time of this report, a search is being completed to hire an [academic counselor/database manager](#) to work with the Department’s Assessment Coordinator so the Department will not have to rely on student assistants who often have technical skills but whose tenure as students at the University is limited. The contributions of the graduate student assistants have been invaluable, but they have both needed considerable orientation to the customized database and complex nature of teacher education programs and the UTP assessment system.

University Assessment System for Continuous Improvement. The UTP Assessment System functions within the context of the Metropolitan State University assessment system for continuous improvement and accreditation through the [Academic Quality Improvement Program \(AQIP\)](#). Metropolitan State elected to join AQIP in 2004. AQIP is the process through which Metropolitan State maintains its accredited status with The Higher Learning Commission of the North Central Association of Colleges and Schools. AQIP's seven-year continuous improvement cycle replaces the comprehensive self-study and site visit that occurred every ten years. Through this process, the University describes its processes, results, and improvements in nine AQIP categories and provide evidence that the University continues to meet the five ["Criteria for Accreditation" established by the Higher Learning Commission](#). The AQIP process is conducted by answering more than 120 questions within a maximum of 100 pages. The current Systems Portfolio was submitted in November, 2010. Reaffirmation of Accreditation is based on Metropolitan State's active participation in AQIP, on

evidence of progress and improvement in the organization, and on evidence that the University continues to fulfill the Commission's Criteria for Accreditation. Metropolitan State's AQIP portfolio can be found at <http://metroportfolio3.project.mnscu.edu/>.

The Department and its continuous assessment of student progress as well as its use of student monitoring and progress data toward meeting these State of Minnesota institutional standards are accepted as a part of meeting the University's standards for meeting the conditions of AQIP accreditation (See [Systems Portfolio 1P18](#)). Reciprocally, the University's expectations for designing, defining, and assessing student learning require the UTP to reconcile and report its efforts in this area of student progress and program effectiveness. (See System Portfolio [1P18](#), [1P17](#), and [1P5](#) for examples.) The following AQIP Categories are most related to the UTP Assessment System.

- AQIP [Category One, *Helping Students Learn*](#), focuses on the design, deployment, and effectiveness of teaching-learning processes that underlie Metropolitan State University's credit and non-credit programs and courses, and on the processes required to support them.
- AQIP [Category Seven, *Measuring Effectiveness*](#), examines how Metropolitan State University collects, analyzes, distributes, and uses data, information, and knowledge to manage itself and to drive performance improvement.
- AQIP [Category Eight, *Planning Continuous Improvement*](#), examines Metropolitan State University's planning processes and how our strategies and action plans help us achieve our mission and vision.

In general, the System Portfolio resonates well with the expectations of MnBoT Institutional Approval Standards.

Assessment and Evaluation Are Used to Monitor Candidate Performance and Program Effectiveness

Assessment and evaluation consistent with the Standards of Effective Practice are used throughout the UTP to monitor candidate performance. The PEPER grids Form 1D (linked below) submitted to the Board of Teaching in 2007 and 2010 that resulted in continuing program approval give evidence to how standards-based and performance-based assessment and evaluation are embedded in all required coursework for licensure.

Early Childhood Education	Elementary Education	Secondary Education (5-12)
<p style="text-align: center;">2007 PEPER</p> <p style="text-align: center;">2010 Amended PEPER</p>	<p style="text-align: center;">2008 RIPA</p> <p style="text-align: center;">2010 Amended PEPER</p>	<p style="text-align: center;">2007 PEPER</p> <p style="text-align: center;">2010 Amended PEPER</p>

See [subpart F \(2\)](#) for evidence how the UTP “demonstrates a systematic and comprehensive assessment design that is applied to all candidates throughout professional preparation.” Section F(2) of this Report also includes several examples of aggregated candidate data ranging from program admission to completion. Assessment and evaluation of candidate performance is further described with more detail elsewhere in this report in response to Subparts [E \(4\)](#), [E \(5\)](#), and [E \(6\)](#) dealing with monitoring and assessing candidate progress, as well as [F \(1\)](#) and [F \(4\)](#) dealing with assessing and evaluating candidate competence.

In regard to monitoring program effectiveness, assessment and evaluation of program outcomes occurs each year at various times and with various units. The UTP has changed significantly since 2004 and its assessment process has played an important role in determining the need for and implementation of those changes. A simplified model of the evaluation process is the [UTP Program/Activity Evaluation Process](#) that notes various forms and sources of data that are utilized in an iterative process of review, decision-making, implementation, and further review. Important data inputs to the evaluation process of program effectiveness primarily include the following:

- Regular reviews of data on program admissions and program completers.
- Required reporting cycles such as the yearly legislative reports submitted to MnSCU on the progress and growth of UTP, as well as annual Title II reports of licensure exam results, and [AACTE-PEDS](#) & [MACTE-MTQM](#) reports on student enrollment and completion.
- Regular reflective discussions among resident faculty and staff about outcome data and anecdotal student feedback/experiences (gleaned from advising and class). These Department discussions typically occur at the beginning of each academic year, in between fall and spring semesters, and at the end of each academic year at extended meetings or mini-retreats.
- Ongoing feedback from community (adjunct) faculty who teach for our program, usually provided to the Department through the department chair but also through periodic meetings and on-line surveys.
- Regular advice and counsel through the Urban Teacher Program Advisory Council (UTPAC) with partners among colleagues and academic leaders in the University.

- Periodic consultation with external partners through individual program advisory boards and other constituent meetings
- Student, Alumni, and (attempted) Employer surveys at least every 3 years

The assessment system utilizes a variety of formal and informal assessments aimed at assessing Program effectiveness. Feedback from these assessments has led to many program improvements in the areas of curriculum, scheduling, field experiences, advising, committee functioning, scholarship allocation, and the needs of candidates who are first generation college students and/or those with limited English skills.

Examples of Changes and Improvements made in the UTP since 2004

The UTP has identified and clarified benchmarks of student progress, collected data for students at those checkpoints, analyzed these data within the Unit and among stakeholders as appropriate, and has made important adjustments and improvements to the Program that were informed by data results. These improvements substantially reflect the academic changes and clarity of expectations for teacher candidates prepared for urban teaching among diverse children and youth. In many ways, our Department looks and works differently from our earlier days. We owe these differences to our deliberation and reflection on the data and experiences we have collected to inform our practices and policies. A table summarizing the more than 60 examples of the many changes and improvements made since the last Board of Teaching site visit is shown at the end of this section. At the end of this section of the Report is a table that details a comprehensive list of Continuous Quality Improvements in UTP since 2004 that are grouped in the areas of:

- Curriculum
- Recruitment/Admission/Advising & Information/Retention/Program Completion
- Candidate Assessment
- Human and Financial Resources
- Program Development

Three particular examples of improvements are described below.

Revised Admissions Process and Requirements. As part of the continuous improvement process, aggregated data on program admissions trends over several years prompted revisions of the UTP admission requirements in 2005 and 2007. In 2005, the most notable change was the addition of an [Ethnic Studies pre-requisite](#) and clarification of how the UTP [defines “urban”](#) in determining what

type of urban geographic and demographic field placements were acceptable for program admission and completion. In 2007, [guidelines were revised and a rubric](#) was developed to assess the admission essay, and the requirement was integrated into the curriculum for EDU 200 Introduction to Urban Education and Reflective Teaching. Candidate interviews for admission to the Program were discontinued as recommendation forms were improved along with the expectations for the admission essay.

These changes were prompted by a sophisticated analysis of admission data that revealed two significant barriers to admission, especially for a disproportionate percentage of students of color. First, up until 2007, the UTP required all students to pass the General Education college-level math requirement before being admitted. Many students' general phobia about mathematics was discouraging them from following through with admission to the UTP. Second, all students had to have taken (not necessarily passed) all three basic skills Praxis I: PPST exams in order to be admitted. Even though the intention was to inform students of this licensure requirement at the onset of their candidacy so they would either pass the exams or know how much they needed to improve basic skills to become licensed, this admission requirement resulted in logistical, financial, and psychological barriers to taking the tests for too many candidates. Data revealed that a disproportionate percentage of students of color and first generation students were not applying for program admission or were only being granted conditional admission because they did not register and pay for the PPST exams. These were candidates who were otherwise meeting all other admission standards. Thus, completion of the math goal area and taking the PPST exams prior to admission are no longer required for UTP admission; they are only required for graduation and licensure.

More recently (in 2007), the Department implemented [Mandatory Orientation sessions](#) for students who have completed all requirements for UTP program admission. At these orientations ([see agenda](#)), all candidates are given important information they need to matriculate, including preliminary course/program planning, requirements to be admitted to student teaching, and licensure requirements including passing several state-mandated exams.

Finally, the Department realized that it was missing rich admission data since 2007 when the candidate interview process was discontinued. Prior to 2007, admission interview committees evaluated applicants to UTP based on their interviews and written essays using the admission criteria. The interview process was discontinued because it became another barrier for admission; and as the

number of prospective applicants increased, it became a major drain on department resources. However, for the past three years, if candidates met the admission criteria on a checklist, they became qualified for admission. Now, the UTP has developed a [rating system](#) to account for how well candidates meet admission criteria. This rating system enables the Department to again aggregate candidate admission data and rank candidates should the growing number of applicants exceed the capacity of the Department to provide high quality advising and teaching.

Student of Color Retention and Completion. Although longitudinal program admission data demonstrated in 2007 that the UTP made steady progress in increasing both the number and percentage of teacher candidates of color in the UTP, aggregated data about student progress beyond program admission revealed sobering information about the Program's own achievement gap, not just the achievement gap in P-12 schools. Data revealed that students of color were taking longer to complete their programs than white students if they remained in school and that a disproportionate percent were graduating without completing program requirements for licensure (i.e., student teaching, Praxis exams). Analysis of data by faculty and staff prompted critical reflection of the barriers in and out of school faced by teacher candidates of color. In addition, faculty and staff discussed ways to make sure teacher candidates who gain admission stay in school and complete their studies to achieve licensure recommendation and employment in an urban setting. As a result of these discussions, improvements in advising and efforts to raise extra scholarship money were initiated and remain a priority.

Further recent analysis of the gap between who earns licensure and who doesn't has heightened awareness and resolve to support teacher candidates in passing exams required for licensure, and finding more means to support them financially during student teaching. The Program has implemented some strategies and is in the process of planning and implementing additional strategies to assist candidates in completing these requirements for licensure.

For example, several years ago a faculty member created a new elective course EDU 150 Preparing for the PPST and received a grant from the local Rotary club to purchase 50 Praxis study guides. With the recent MnBoT switch to MTLE Basic Skills Test, we are in the process of updating EDU 150 with relevant resources beyond those offered online by the MTLE publisher, Pearson Publishing. Collaboration has occurred with other units within the Metropolitan State community such as the Center for Academic Excellence, which houses the Math Center and the Writing Center, as well as

Disabilities Services and Counseling Services for effective test-taking strategies. Candidates have also been encouraged to attend workshops offered by Hamline University's Center for Excellence in Urban Teaching. The department is also taking the opportunity to revisit EDU 150 and strategize about the most effective ways to support our UTP candidates beyond EDU 150. The Department recognizes the need to build the capacity to support the UTP students to pass licensure exams by continued collaborations and deliberate actions.

In the current review of this issue, the Department has agreed to focus on this requirement during faculty-student advising sessions and to expect students to take the MTLE Basic Skills Tests (BSTs) as part of their continuation in the program (mid-program checkpoint) rather than wait until during or after student teaching. Because of the difficulties observed in taking this test, the Department determined that avoiding the requirement of taking a test as condition of admission cannot relegate the taking of these tests to the final stages of program completion. By expecting the teacher candidate to take the MTLE-BSTs during their initial matriculation of the program, the Department believes that faculty and staff within and outside of the program, as well as fellow students, who have passed the exams, can support teacher candidates struggling to satisfy these requirements for licensure. In particular, we have begun to focus on using our course outcomes and expectations to reinforce key skills such as effective writing, reading, and mathematics for both pedagogical purposes and for meeting professional education standards. In this way, the UTP upholds its perspective of addressing the dearth of prospective teachers from diverse backgrounds.

Besides disproportionate percentages of candidates of color not taking and not passing required licensure exams, aggregated assessment data have further revealed the most significant and troubling factor impacting their successful program completion towards licensure. A disproportionate percentage of candidates of color are unable to meet the financial obligations of student teaching full-time for 12-15 weeks without earning income. Most students are adult learners with families and jobs that make it prohibitive to engage in a protracted time period of low or no income. Having this awareness prompted the UTP to develop proposals with school districts whereby they would use existing licensure options with prospective teachers in our program that lacked the resources initially to complete their licensure applications. Given the tight budgets in school districts, these proposals have not been implemented. Furthermore, the UTP has worked with the University Development Office to re-focus scholarship fundraising on supporting student teachers rather than only building the endowment fund for UTP scholarships for future generations of students. The Department has also sought and received other

sources of targeted funding such as the MNSCU Access Grant that supported math and science student teachers, and the North Star grant that supported several student teachers in grades K-8 with fellowships ranging from \$2,500-\$5,000 for the purpose of defraying life-expenses. While students of color have represented 30⁺% of admitted teacher candidates, they have ended up receiving 51% of the scholarship money awarded over the past several years.

These efforts to support students to achieve their goals and become licensed teachers, of course, are ongoing. The program continues looking for resources to support students who do not have the financial means to complete their programs and earn licensure despite successfully completing all coursework and meeting the requirements for graduation.

Table: Assessment System—Examples of Continuous Quality Improvements in UTP since 2004

Curriculum	Recruitment, Admission, Advising/Information, Retention, and Program Completion	Teacher Candidate Assessment	Human and Financial Resources	Program Development
Merged EDU 200/201/301 into one course EDU 200 Introduction to Urban Education and Reflective Teaching	UTP Recruiter, Academic Advisor, and Field Experience Coordinator begin visiting strategic courses to communicate directly with students	Revised Admission Requirements in 2005 and 2007	Maintained Recruiter position for 4 years	Established and published and use a Vision, Mission, and set of Guiding Principles
Revised urban secondary professional education course requirements to include an ELL course and classroom management course.	Expand Group Advising Sessions offered for students outside of class.	Developed a rubric for program admissions and application essay.	Established Executive Director position	'06-07 Goal to Focus on Retention and Completion of students of color
Revised all 5-12 content majors to more closely align with standards and mission of program.	UTP Advisor intentional engagement in 1-to-1 meetings prior candidate interviewing with UTP admission committee.	Change from paper-based program completion portfolio to E-folio	Hired 2nd permanent office admin specialist	Relocation to MCTC provides more student contact
Made EDU 311 & 450 practicum and seminars co-requisites with certain methods courses in all licensure programs.	Developing a program brochure for prospective students and community awareness.	Include candidates in assessment of E-folios	Held adjunct community faculty gatherings	Student satisfaction surveys are conducted

Curriculum	Recruitment, Admission, Advising/Information, Retention, and Program Completion	Teacher Candidate Assessment	Human and Financial Resources	Program Development
Added Ethnic Studies requirement for admission to the program (first undergraduates then eventually graduate students for the same reasons).	Making 2 major updates to the UTP website.	Regular department reviews of aggregated data (at least annual if not more often)	Hired graduate assistants and consultants to develop, fix and maintain the UTP Database	Convened large Community Gathering about urban education and urban teaching (11/05)
Established a process for post-baccalaureate students to get credit for prior learning and take needed coursework for a 5-12 licensure at the graduate level if they choose.	Clarified 5-12 Dual Advising Roles with the College of Arts and Sciences.	PEPER process updated and strengthened alignment of standards and course assessments.	Hired library consultant to assist in developing curriculum library.	UTP Advisory Committee is formed and role clarified from previous Professional Education Council.
Created new elective course EDU 150 Preparing for the PPST.	Developed an on-line orientation for new students admitted to the university, and a Mandatory Orientation for undergraduates (and later post-bacc students) newly admitted to the UTP	Developed a rating system for admission criteria to better aggregate data regarding the degree to which candidates meet admission criteria	Hired a Special Education faculty to develop a new Special Education licensure program	Established Long Range plan and priorities to 2011, repeating the process for a long-range plan to 2021
Created new elective course EDU 123 Exploring Urban Education (1cr) for those students still unsure about entering the profession.	Developed a comparative fact sheet for Early Childhood Education and Early Childhood Studies (psychology) programs within the college.	Developed UTP Progress Check #1 for student and faculty advisor within one semester after program admission	Finalizing Search for an academic counselor/database manager to address needs related to intake of post-baccalaureate students and assessment system	Establish an Urban Elementary Education major and gained approval for the licensure program.
Eliminated EDU 455 Content Area Supervision during Student Teaching as an add-on to EDU 460/470 Student Teaching in Urban Middle/High School.	Created a process for using Professional Development Plans to assist candidates who demonstrate weaknesses related to program admission criteria.	Developed UTP Progress Check #2 for student and faculty advisor to assess readiness to student teach	Focusing scholarships on supporting students in need and students who represent the mission of the program including students in high demand fields, and historically underrepresented students	Developed a Graduate Certificate option for post-baccalaureate students seeking 5-12 licensure

Curriculum	Recruitment, Admission, Advising/Information, Retention, and Program Completion	Teacher Candidate Assessment	Human and Financial Resources	Program Development
Changed ECE Student Teaching requirements and credits so candidates could focus on one of three age levels.	Clarified the UTP Standards of Professional Conduct expected of candidates, and checkpoints towards student teaching	Developing partnerships with the Center for Academic Excellence to support teacher candidates struggling to pass licensure exams in reading, writing and math	Gaining financial support for student teachers.	Developed an ESL minor and seeking approval for ESL licensure
Emphasizing reflection earlier in practicum-based seminars so candidates are gradually and consistently prepared to meet the expectations of reflection during student teaching.	Collated dozens of advising documents created over the years and created a dynamic UTP Student Handbook for candidates and advisors	Developed policies related to various checkpoints of student progress and a defined appeals process	Gaining financial support to support candidates who are English Language Learners.	Developed a Special Education Graduate Certificate and will be seeking approval for EBD and LD licensure
Revised existing courses and created new courses to meet new licensure standards related to teaching reading	Developed an electronic form version of the UTP Advising Log	More attention to the achievement gap in our own program in terms of who student teaches and who passes exams resulting in licensure and employment		Developed a proposal to become a School of Urban Education
Developed a set of clusters and sequence of courses for students to complete in the Elementary Education program so students could develop foundational knowledge and skills before doing advanced methods coursework	Making Progress Check #1 and #2 requirements for students to complete with their advisors in EDU 311 and EDU 450 to reduce the number of individual appointments/advising sessions with the UTP Field Experience Coordinator who could have requests to meet from more than 200 students			
	Agreed to a set of 4 Principles for Improving Faculty Advising in the UTP and a set of concrete actions.			

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Subpart 5 B. IN GENERAL AND CONTENT STUDIES

B(1)	The institution provides and requires candidates in teacher preparation programs to complete a program of general studies in the liberal arts and sciences equivalent to the requirements for persons enrolled in programs not preparing persons for teacher licensure.
B(2)	The institution provides programs that require candidates in teacher preparation programs to attain academic competence in the content that they plan to teach.
B(3)	The liberal arts curriculum of the institution incorporated multicultural and global perspectives.
B(4)	Teacher candidates can integrate general, professional, and pedagogical studies, as measured by teacher performance, and performance of the students they teach.
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B(1) The institution provides and requires candidates in teacher preparation programs to complete a program of general studies in the liberal arts and sciences equivalent to the requirements for persons enrolled in programs not preparing persons for teacher licensure.

All undergraduate students at Metropolitan State University, including students seeking teaching licensure through the Urban Teacher Program, must satisfy the University's undergraduate General Education and Liberal Studies (GELS) requirements totaling 48 credits. The GELS requirements and lists of satisfying courses at Metropolitan State are listed in each semester's schedule of classes as well as online in the document titled [General Education/Liberal Studies/Minnesota Transfer Curriculum Requirements](#).

Summary of Credit Requirements for Teacher Candidates		
General Education		40
Liberal Studies		8
Major requirement		32-83*
Minimum total credits to graduate		120-124*
<ul style="list-style-type: none"> • Minimum upper-division credits (300-level or higher; one-third of total) 	40	
<ul style="list-style-type: none"> • Minimum credits completed at Metropolitan State 	30	
<i>*Depends on major; reflects some double-counting of courses meeting both GELS and major requirements</i>		

Since more than 90% of students transfer to Metropolitan State from other public and private colleges and universities, GELS requirements are often fully or partially satisfied unless such requirements have been satisfied through equivalencies identified in the Minnesota Transfer Curriculum. Within the last few years, all students admitted to Metropolitan State, including students pursuing a bachelor's degree leading to teaching licensure, are now provided an electronic [Degree Audit Record System \(DARS\) Report](#). The DARS report is accessible to students and their advisors, and it details whether or not each GELS requirement has been met. Previously, a GELS worksheet existed in students' advising file.

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B (2) The institution provides programs that require candidates in teacher preparation programs to attain academic competence in the content that they plan to teach.

At Metropolitan State University, teacher candidates are required to demonstrate academic competence in the content area that they plan to teach at various stages and in various ways throughout their matriculation through the Urban Teacher Program.

First, in order to be admitted to the Urban Teacher Program, students must have [declared a major](#) in either [Urban Early Childhood Education](#), [Urban Elementary Education](#), or declared one of four [secondary content area majors](#) (i.e., [English Teaching](#), [Life Sciences Teaching](#), [Mathematics Teaching](#) or [Social Studies Teaching](#)) designed to meet content standards required for licensure. (see [UTP Guide to Undergraduate Admission](#)). Students in any licensure program must have completed 8-12 credits of foundational courses outside of the Education Department required for that major to be admitted to the UTP. [Admission for post-baccalaureate graduate students](#) must have an earned Bachelor's degree to be admitted to the UTP graduate certificate program. If that previous degree is not related to the field of licensure being sought, then they are advised to complete all of the requirements for a bachelor's degree in the particular content area and take urban secondary education coursework at the graduate level. Usually, post-baccalaureate have related degrees and meet many content standards for licensure but still need to take some undergraduate coursework in the content area to ensure they meet licensure standards.

Second, undergraduate students must earn a C- or better in all major courses and maintain an overall cumulative GPA of 2.5 in order to receive approval to complete student teaching. In secondary education licensure programs, coursework for the content area major represents approximately 1/3 of the teacher candidate's academic program while urban education courses, including student teaching, represent another 1/3 of the academic program leading to licensure, and General Education/Liberal Studies requirements represent the other 1/3 of credits for the bachelor's degree. Graduate students are required to have and maintain a GPA of 2.75 for their program completion requirements.

Third, teacher candidates must demonstrate competence in their content area methods classes through lesson plans, microteaching, unit plans and the analysis of student work. In these classes, candidates become more competent with content as they plan how to facilitate urban students learning the content.

Fourth, academic competence is coached, practiced and evaluated through candidates' work in partnership with their cooperating teachers and university supervisors during their field experiences. The UTP university supervisor works to lead the triad team to collaboratively facilitate the candidate's growth and development toward academic competence.

Finally, all teacher candidates must meet the following content knowledge requirements in order to be recommended for state licensure by the Urban Teacher Program:

- ✓ Earn a major in one of six academic disciplines. Students in the Urban Teacher Program seeking grades 5-12 licensure in Communication Arts & Literature, Life Science/General Science, Mathematics, or Social Studies earn their bachelor's degrees in [English Teaching](#), [Life Sciences Teaching](#), [Mathematics Teaching](#) or [Social Studies Teaching](#) from the College of Arts & Sciences. Students seeking either [Urban Early Childhood Education](#), [Urban Elementary Education](#) bachelor's degrees or a [Graduate Certificate](#) in Urban Secondary Education receive their degrees or certificates from the College of Professional Studies.
- ✓ Earn a minimum cumulative GPA of 2.5 with no grade lower than a C- for any coursework required in the major. A GPA of 2.75 is required for graduate students.
- ✓ Meet Standard 1: Knowledge of Subject Matter during student teaching as assessed during [lesson observations](#) and [overall evaluations](#) by cooperating teachers and university supervisors.
- ✓ Provide evidence in their electronic program completion portfolio addressing *Standard 1: Subject Matter* of the Standards of Effective Practice, rule 8710.2000, and
- ✓ Pass the previously-required [Praxis](#) or currently-required [MTLE content exams](#) for their licensure area.

To help ensure that teacher candidates are attaining academic competence in the content they plan to teach in accordance with state licensing standards, the courses required for each content area major have been aligned with the Board of Teaching rules for required content area knowledge as detailed in documents linked in the table below.

Early Childhood Education	2007 PEPER (Content)	2007 BoT Approval	2010 Revised PEPER for new content reading standards	2010 BoT Approval
Elementary Education with Pre-K Specialty	2008 RIPA (Content)	2008 BoT Approval	2010 Revised PEPER for new content reading standards	2010 BoT Approval
English—Communications Arts & Literature	2007 PEPER (Content)	2007 BoT Approval	2010 Revised PEPER for new content reading standards	2010 BoT Approval
Life Science/General Science	2007 PEPER (Life Science Content) General Science (Content)	2007 BoT Approval	2010 Revised PEPER for new content reading standards	2010 BoT Approval
Mathematics	2007 PEPER (Content)	2007 BoT Approval	2010 Revised PEPER for new content reading standards	2010 BoT Approval
Social Studies	2007 PEPER (Content)	2007 BoT Approval	2010 Revised PEPER for new content reading standards	2010 BoT Approval

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B (3) The liberal arts curriculum of the institution incorporates multicultural and global perspectives.

Metropolitan State University requires all students, including teacher candidates, to take at least one course dealing with cultural diversity in the United States and one course dealing with global awareness (See GELS Goal Area VII and VIII for the requirement and a listing of satisfying courses). These General Education and Liberal Studies requirements at Metropolitan State are aligned with the Minnesota Transfer Curriculum requirements for coursework addressing multicultural and global perspectives.

The success of the Urban Teacher Program is dependent upon students not just being exposed to multicultural and global perspectives, but developing strong, authentic multicultural and global perspectives and competencies. Urban teacher candidates must be able to integrate these understandings and skills into their dispositions, knowledge, and work with diverse urban learners, schools, and communities. Therefore, such understanding and competence are requirements for admission to the Urban Teacher Program, and are demonstrated through the [completion of an Ethnic Studies course](#), completion of EDU 203 Multicultural Education, a program admission application essay, and two recommendations. Furthermore, the curriculum in the Urban Teacher Program reinforces and deepens the University's liberal arts curriculum by incorporating multicultural, urban perspectives throughout the required coursework to meet MN Standard of Effective Practice #3: Diverse Learners as evidenced in our Program Approval Documentation (see [UTP Student Handbook](#); [XII. MN Board of Teaching Standards](#)). In the broadest sense of curriculum and student experience, teacher candidates are also provided enriched multicultural and global perspectives through field experience in urban schools and from interactions with diverse students and faculty at the University and in the Program.

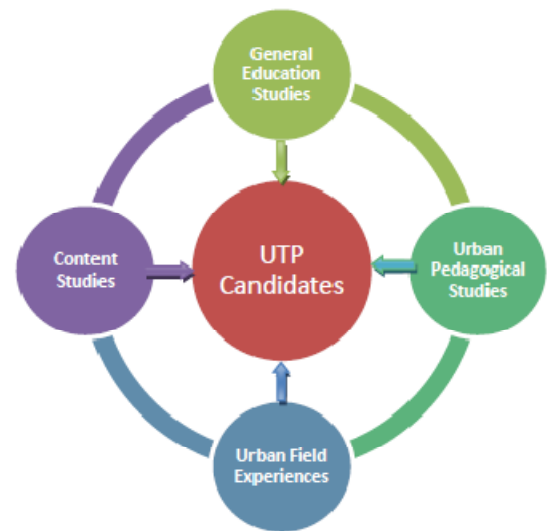
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B (4) Teacher candidates can integrate general, professional, and pedagogical studies, as measured by teacher performance, and performance of the students they teach.












One of the two key purposes of the Urban Teacher Program as stated in the UTP Mission is to address the needs of culturally and linguistically diverse urban learners so they are successful in school. Throughout the program, teacher candidates are taught to use assessment as a learning tool to guide instruction that ultimately increases student achievement and helps close the achievement gap. They also learn how and practice creating interdisciplinary units as assignments in their required general methods classes (EDU 481 Primary Grades Curriculum and Methods, or EDU 306/606 Urban Middle School and High School Methods).

Urban Teacher Program teacher candidates are expected to integrate general, professional, and pedagogical studies through performance-based assessments of their teaching and student learning. Teacher candidates' ability to integrate what they've learned in their studies is assessed and documented in two ways:



- 1) Student teaching [lesson observations](#) and [overall evaluations](#) which assess teacher candidates' demonstration of subject matter knowledge, pedagogical knowledge and skills, and communication skills when working with urban learners; and
- 2) Teacher candidates' UTP electronic portfolios presented for review as part of the program completion requirements. The [Rubric for Portfolio Review](#) includes explicit criteria for reviewers to assess evidence provided by teacher candidates of their efforts to:
 - a. improve the achievement of urban learners as part of the UTP Mission;
 - b. meet all ten Standards of Effective Practice including subject matter knowledge and pedagogical knowledge/skills; and
 - c. "integrate general, content, professional and pedagogical studies."

Therefore, teacher candidates are directed to include evidence that documents their ability to integrate their studies in ways that have a positive effect on student performance. See samples from some of the 2010 program completers below:

-  [Early Childhood Education](#) candidate
-  [Early Childhood Education](#) candidate
-  [Elementary Education](#) candidate
-  [Elementary Education](#) candidate (see “Secured math skills”)
-  [Communication Arts & Literature](#) candidate
-  [Communication Arts & Literature](#) candidate
-  [Life Science/General Science](#) candidate
-  [Life Science/General Science](#) candidate
-  [Mathematics](#) candidate
-  [Social Studies](#) candidate
-  [Social Studies](#) candidate

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Subpart 5 C. IN PROVIDING CLINICAL AND FIELD EXPERIENCES

C(1)	The teacher licensure programs incorporate a broad range of ongoing clinical and field experiences that provide candidates opportunities to demonstrate the required skills and knowledge under part 8710.2000.
C(2)	Candidates have experiences with diverse populations, students with disabilities, and students of different ages under the direction of teacher education faculty in collaboration with school partners.
C(3)	Candidates work in the field and at the licensure level for which they are to be recommended for licensure.
C(4)	Each program is developed and implemented through collaborative school partnerships in which university faculty and school personnel share responsibility for planning, supervising, evaluating, and implementing the curriculum for candidates.
C(5)	School personnel hold valid Minnesota continuing licenses, or the equivalent, in the fields of specialization, and model good professional practice.

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C(1) The teacher licensure programs incorporate a broad range of ongoing clinical and field experiences that provide candidates opportunities to demonstrate the required skills and knowledge under part 8710.2000.

All licensure programs in the UTP incorporate a broad range of ongoing field experiences that provide teacher candidates the opportunity to demonstrate skills and knowledge required in the Standards of Effective Practice. Each of the following advising documents located in (and linked to) the [UTP Student Handbook](#) details how urban field experiences are connected to almost all of the UTP courses required for licensure.

- [Urban Early Childhood Education courses and required field experiences](#) (see pg 1)
- [Urban Elementary Education courses and required field experiences](#) (see pg 1)
- [Urban Secondary Education 5-12 Program courses and required field experiences](#) (see pg 1)

Furthermore, the table below summarizes the range of ongoing urban field experiences at different stages of teacher candidacy that provide all candidates opportunities to demonstrate skills and knowledge under part 8710.2000.

Overview of the Range of Ongoing Field Experiences for Urban Teacher Candidates				
Stages of Candidacy when experiences are documented	When Applying for UTP Admission	EDU 311 Urban Teaching Practicum and Seminar	EDU 450 Advanced Urban Teaching Practicum and Seminar	Student Teaching in EDU 460, 470, 475, 485, 490, 495, or 650
MINIMUM Hours Required	40 hrs	40 hrs	60-80 hrs	12 to 15* weeks (480 to 600 hrs) *ECE majors only
Opportunities to Demonstrate Standards-Based Skills & Knowledge under part 8710.2000	Field-based assignments in pre-professional coursework (EDU 200 & EDU 203 or EDU 600) Including observations, interviews, small group assistance	Field-based assignments within various EDU courses taken before or currently with EDU 311 that are aligned to the Standards of Effective Practice	Field-based assignments within various EDU courses taken before or concurrently with EDU 450 that are aligned to the Standards of Effective Practice; Includes 3 lessons observed by cooperating school teacher related to Standards of Effective Practice	Includes 10 total lessons observed by cooperating teacher and university supervisor (5 by each) that assess attainment of the Standards of Effective Practice

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C (2) Candidates have experiences with diverse populations, students with disabilities, and students of different ages under the direction of teacher education faculty in collaboration with school partners.

Candidates' Experiences with Diverse Populations

Because of its charge and nature, the Urban Teacher Program has always ensured that all teacher candidates have experiences with diverse populations as they engage in pre-student teaching field work and during student teaching. Put differently, all cooperating schools have diverse student populations.

In fact, since the last Board of Teaching site visit in 2004, one significant program improvement has been clarifying the answer to the often-stated question “[What is Urban?](#)” As also noted on teacher candidates’ [Documentation of Urban Field Experiences](#) form, the UTP has a two-part definition of “urban” and all field experiences need to meet these criteria:

- 1) Geographically, the UTP defines “urban” as constituting Minneapolis, St. Paul and inner-ring suburbs;
- 2) Demographically, the UTP defines “urban” as schools with at least 30% students of color, 40% students who qualify for free/reduced lunch, and 10% English language learners.

For example, with this geographic and demographic definition, there are some predominantly white schools in Minneapolis and St. Paul that do not meet the criterion of at least 30% students of color so experiences at these sites do not qualify. Likewise, there are some 2nd and 3rd ring suburbs and communities in greater Minnesota that have schools with demographically diverse student populations, but they don’t meet the UTP geographic criterion. Exceptions to this definitional policy have been made, but they are rare when the candidate makes a compelling case to the UTP Field Experience Coordinator and there is only one criterion that is not met but it is close to being met. As demographics and housing patterns continue to change in the Twin Cities metropolitan area as well as greater Minnesota and as the UTP looks forward to its second decade of existence, the UTP plans to engage stakeholders in discussing whether and/or how its definition of “urban” and its mission should change.

Table: 2010 District and State Demographics of Students Enrolled

	Overall % Students of Color	Overall % Students with Limited English Proficiency	Overall % Students eligible for Free/Reduced Lunch	Overall % Students with Disabilities	Overall % Student Teaching Placements
St. Paul Public Schools (2009-10 data)	75%	37%	74%	16%	48%
Minneapolis Public Schools (2009-10 data)	69%	22%	65%	16%	30%
Osseo Public Schools (2009-10 data)	45%	10%	36%	12%	7%
East Metro Integration District (2009-10 data)	55%	13%	51%	18%	4%
Robbinsdale School District (2009-10 data)	46%	11%	43%	13%	3%
Richfield Public Schools (2009-10 data)	65%	31%	62%	13%	2%
All Minnesota Schools (2009-10 data)	25%	8%	36%	13%	-----

As detailed in the table above with the six districts that have hosted almost 94% of all teacher candidate student teaching placements, UTP teacher candidates have experiences with very diverse populations relative to the demographics of all students in Minnesota. In fact, the average percentage of students of color where student teachers are placed is 77%, the average percent of ELL students is 30%, and the average percentage of students receiving free/reduced lunch is 74%. ([see table of all schools where teacher candidates have been placed with demographic information](#)).

Candidates' Experiences with Students with Disabilities

All urban teacher candidates who are seeking licensure in early childhood education, elementary education or one of four secondary education (5-12) licensure fields are also required to have experiences with students with disabilities. Urban Early Childhood Education majors and Urban Elementary Education majors are required to take [EDU 484 *Teaching and Assessing Young Children with Disabilities*](#). Urban secondary education teacher candidates are required to complete [EDU 310 *Teaching and Assessing Students with Disabilities in Urban 5-12 Classrooms*](#) (undergraduate level) or [EDU 610 *Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice*](#) (graduate level) Each of these courses requires field experiences with students with disabilities in schools that meet urban field experience criteria. Furthermore, as students complete field experiences for other EDU courses and student teaching, they encounter, assist and teach students with disabilities in mainstream classrooms.

Candidates' Experiences with Students of Different Ages

In general, teacher candidates in each licensure area are required to have diverse urban experiences and meet the state licensure requirements of field experience in the grade and age levels associated with the licensure program. The following documents linked below by program describe how all teacher candidates are required to complete urban field experiences with students of different ages and grade levels associated with their licensure area. More specifically, see page 2 of each of these respective advising documents in the *UTP Student Handbook* that shows how:

- [Early childhood education candidates](#) must complete field experiences with infants/toddlers, preschool-kindergarten aged children, and primary grades (1-3) students;
- [Elementary education candidates](#) must complete experiences with preschool-kindergarten aged children, primary grades (1-3) students, and intermediate grades (4-6) students; and
- [Secondary education candidates](#) must complete experiences with both middle grades (5-8) and high school (9-12) students.

Field Experiences under the Direction of UTP Faculty in Collaboration with School Partners

Practicum Experiences. The program field experience documents (above) also show how required urban education courses along with associated field experiences are assigned and directed by UTP faculty in each licensure program (see pg 1 of each document). The minimum 140-160 hours of pre-student teaching field experiences with diverse students, students with disabilities, and students at various ages required in each licensure program would not be possible without the collaboration of school partners who welcome UTP teacher candidates into their buildings and classrooms. All admitted candidates document and reflect upon these experiences related to their EDU coursework in two practicum/seminar courses EDU 311 *Urban Teaching Practicum and Seminar* and EDU 450 *Advanced Urban Teaching Practicum and Seminar*. EDU 311 and EDU 450 are co-requisites to methods courses in each licensure program, and are conducted by UTP Field Experience Coordinator and community faculty member Victor Cole. As Field Experience Coordinator, he is the UTP's primary contact with school partners. More information about collaboration between UTP faculty and school/community partners can be reviewed in section C(4) of this report.

Student Teaching. The spreadsheet linked below documents the diverse urban schools where UTP teacher candidates have been placed for student teaching, and the teacher education faculty who have supervised the clinical field experience in collaboration with specified cooperating school teachers.

- [Student Teaching Placements as evidence of standard C\(2\)](#)

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C (3) Candidates work in the field and at the licensure level for which they are to be recommended for licensure.

As was previously described and evidenced in section C(2) regarding candidates' experiences with students of different ages, all teacher candidates in the UTP work in the field and at the licensure level for which they are to be recommended for licensure. Again, each of the advising documents linked below from the [UTP Student Handbook](#) shows how all teacher candidates are required to complete urban field experiences with students of different ages/grade levels associated with their licensure field. See page 2 in each of the following:

- [Early childhood education candidates](#) need to complete field experiences with infants/toddlers, preschool-kindergarten aged children, and primary grades (1-3) students;
- [Elementary education candidates](#) must complete experiences with preschool-kindergarten aged children, primary grades (1-3) students, and intermediate grades (4-6) students; and
- [Secondary education licensure candidates](#) (both undergraduate and post-baccalaureate) must complete experiences with both middle grades (5-8) and high school (9-12) students in their respective subject areas of licensure (i.e. Communication Arts & Literature, Life Science/General Science, Mathematics, or Social Studies).

All candidates document, reflect upon and discuss their work in their respective fields and at their respective licensure levels prior to student teaching in EDU 311 *Urban Teaching Practicum and Seminar* and EDU 450 *Advanced Urban Teaching Practicum and Seminar*. Verification of these experiences occurs during [UTP Progress Check #2: Assessing Readiness for Student Teaching](#) with their advisor and, ultimately, the UTP Field Experience Coordinator.

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C(4) Each program is developed and implemented through collaborative school partnerships in which university faculty and school personnel share responsibility for planning, supervising, evaluating, and implementing the curriculum for candidates.

The Urban Teacher Program has both formal contractual agreements ([see sample here](#)) and informal working partnerships with school districts, individual schools, community organizations, and individual urban P-12 educators that have contributed to the ongoing development of the Program. The UTP has collaborated with many schools and school personnel over its 9+ years of operation in sharing the responsibility for planning, supervising, evaluating, and implementing the curriculum for candidates. The extensive nature of this work includes on-going efforts to strengthen existing partnerships, to develop new school/district partnerships, and to learn from all collaborations so the Program can be continuously improved and the experiential learning of both UTP teacher candidates and urban B-12 learners can be increased.

Various Forms of Collaboration and Partnerships

Advisory Groups. All licensure programs at Metropolitan State have been developed by faculty in consultation with P-12 urban educators as evidenced by the PEPER/RIPA forms submitted for BoT approval and linked below:

- [Early Childhood Education Advisory Group](#) (PEPER)
- [Elementary Education Advisory Group](#) (RIPA)
- [Communication Arts & Literature Advisory Group](#) (PEPER)
- [Life Science/General Science Advisory Group](#) (PEPER)
- [Mathematics Advisory Group](#) (PEPER)
- [Social Studies Advisory Group](#) (PEPER)
- [Early Childhood & Elementary Education Advisory Group](#) (post-PEPER)
- [Secondary Education Advisory Group](#) (post-PEPER)
- [ESL Education Advisory Group](#) (RIPA to be submitted)
- [Special Education Advisory Group](#) (RIPA to be submitted)

Community (Adjunct) Faculty. As the UTP enrollments have grown, there has been a need to hire more community faculty to teach courses and supervise student teaching. These community faculty members are usually active or retired school personnel so by the nature of their positions, they share in the responsibility for planning, supervising, evaluating and implementing the curriculum for candidates along with full-time UTP faculty and staff. School personnel who serve as community faculty instructors plan, implement and evaluate the UTP curriculum while bringing fresh perspectives from their schools and different sources of information to candidates. Community faculty serving as university supervisors evaluate teacher candidates in the field. (See lists of [community faculty who teach courses](#), and those who are [student teacher supervisors](#) provided as evidence for standard G(5)).

Student Teaching Planning, Supervision and Evaluation. Each teacher candidate has a cooperating teacher and a university supervisor (resident or community faculty) who work together in partnership to plan, support, and evaluate the candidate's learning and success during student teaching. The three form a [student teaching triad](#), and each person has certain defined roles related to planning, supervision and evaluation (see [UTP Student Teaching Handbook](#), pp 10-21). In most ways, these student teaching triads are the closest, most frequent, and strongest form of partnership and collaboration.

Field Experience Coordination. UTP Field Experience Coordinator and community (adjunct) faculty member Victor B. Cole is the primary link between the UTP faculty/staff and schools as well as community organizations that provide opportunities for urban field experiences to teacher candidates. He often receives requests from various schools and community organizations who are interested in having UTP teacher candidates work with the youth they serve. When he speaks in EDU 200 *Introduction to Urban Education and Reflective Teaching*, EDU 203 *Multicultural Education* and EDU 600 *Principles of Urban Education* each semester, he makes a [presentation about requirements and opportunities](#) and invites representatives from various community organizations and the Center for Community-Based Learning at Metropolitan State to join him in discussing the minimum 40-hour field requirement for UTP admission. Some examples of these community-based, not-for-profit organizations that are shared with students include:

- [Center for Community-Based Learning](#)
- [Athletes Committed to Educating Students \(ACES\)](#)
- [Building Community Within](#)
- [Project for Pride in Living \(PPL\): Helping People Help Themselves](#) (both [youth programs](#) and [alternative school opportunities](#))

In addition, Field Experience Coordinator Victor Cole teaches all sections of EDU 311 *Urban Teaching Practicum and Seminar* and [EDU 450 Advanced Urban Teaching Practicum and Seminar](#). In these courses, he prepares all candidates for student teaching and other program completion/licensure requirements as candidates complete a total of 100-120 hours of experiences actively working in classrooms with students. In EDU 311, Mr. Cole provides suggestions of places and personnel and often [assists candidates in securing practicum placements](#). However, teacher candidates are adult learners and are also intentionally encouraged to seek out places on their own to complete their urban field experience requirements. In this way, they learn how to be resourceful and resilient urban educators who can navigate systems and form positive professional relationships which could evolve into student teaching opportunity. [In EDU 450, Cole communicates with school personnel](#). Field Experience Coordinator Cole also communicates with district and school personnel to request and [finalize student teaching placements](#) on behalf of teacher candidates who have met requirements for admission to student teaching. The UTP is one of the only institutions of higher learning that honors the [teacher contract in Minneapolis](#) for cooperating teacher stipends in Minneapolis and [pays cooperating teachers in all districts the same](#) for their valuable contributions to the learning of UTP teacher candidates.

Long-Standing District, School and Community-Based Partnerships

[St. Paul Public Schools \(SPPS\)](#). This partnership had its beginnings in November 2002 when MnSCU Chancellor McCormick and Metropolitan State President Bradshaw met with Superintendent Patricia Harvey and members of the St. Paul Public School staff. Since then, the UTP-St. Paul Public Schools partnership has occurred in many ways with many people and many schools over the years. Most notably, 48% of all UTP student teaching placements have been in St. Paul Public Schools.

In addition, SPPS personnel have served on the UTP Joint Steering Committee. UTP Department leaders have held meetings with SPPS Human Resources personnel to plan and implement collaboration designed to increase the diversity of well prepared candidates working in the district. Former high school teachers in St. Paul, John Olson (Science) and Daryl Parks (English) have joined the resident faculty at Metropolitan State¹ and continue to maintain close ties with many colleagues in St. Paul Public Schools as well as other districts. These connections inform their teaching of methods classes and often create opportunities for UTP teacher candidates in schools.

The Urban Teacher Program at Metropolitan State also partnered for several years with St. Paul Public Schools and other Minnesota state universities in the **Urban Teacher Education Partnership (UTEP)** until it was disbanded recently due to budget cuts and retirement. It had been coordinated by a teacher on special assignment in the St. Paul school district. The UTEP Coordinator did much of the planning and student teaching placements for Metropolitan State and other MnSCU institutions at certain schools in SPPS, including Humboldt Jr. and Sr. High, Arlington High School, and Four Seasons Elementary. Over the years, various Education faculty, staff and administrators participated in regular meetings with other St. Paul educators involved with the Urban Teacher Education Partnership. The UTP Field Experience Coordinator had served most recently as the representative to this group in recent years. The topics of these meetings included the expectations, supplementary curriculum, and supervision/evaluation of student teaching and practicum experiences.

Recently, with the appointment of a new Superintendent for St. Paul Public Schools, Dr. Valeria Silva, the UTP has begun to reestablish a functioning partnership at the institutional level to “address the shortage of teachers of color and other high demand fields” (MnSCU Teacher Education Work Plan Goal 13.1, 2003). In spring 2010, a meeting was held with the UTP Executive Director, UTP faculty and Superintendent Silva and her staff. It was agreed that UTP and SPPS would work together to create a

¹ Olson is now the lead Science specialist at the Minnesota Department of Education but continues to teach the science methods classes for 5-12 teacher candidates.

university/school partnership model to address the educational needs of the increasingly diverse students in the St. Paul public schools (SPPS). UTP resident faculty member Manuel Barrera is a participant in St. Paul Public Schools Advisory Board for [Bridges To Success](#) student mentoring program. Also, resident Faculty member Emma Duren has collaborated with the staff at the Michelle and Barack Obama Service Learning Elementary school in arranging service learning opportunities for her students.

Minneapolis Public Schools (MPS). Like the collaboration with St. Paul Public Schools, the partnership with Minneapolis Public Schools was instrumental in the founding development of the UTP. This partnership currently includes many different schools and personnel, and is ever-evolving with the many turnovers and/or restructuring of administrator and teacher positions at the district and school levels. More than 30% of UTP teacher candidates complete practicum requirements and student teaching in various MPS schools. Several resident faculty members have ties with the district on various projects; these projects inform their classes and teaching, and create partnerships with school personnel that facilitate school-based learning opportunities for UTP teacher candidates.

For example, UTP Department Chair Rose Chu continues to work with the district on its semi-annual [Community Academic Summit](#) that she co-founded many years ago when she was a teacher on special assignment serving as the math/science equity coordinator. [The Summit](#) is designed to provide professional development for adults who are not classroom teachers, including youth workers, volunteers and parents, to work to improve the academic achievement of MPS students. This professional development opportunity is extended to all UTP faculty and teacher candidates as part of the [partnership](#). Other examples include:

- Resident faculty members Rose Chu and Rosa Fagundes received a [MnSCU grant](#) to fund STEM (Science, Technology, Engineering and Math) teaching and learning activities for UTP teacher candidates and MPS students, especially linguistically diverse students.
- Resident faculty member Nadine Haley is conducting a research program with teacher candidates funded through MnSCU for promoting content literacy among urban secondary students in Minneapolis Public Schools.
- Resident faculty member Paul Spies works with teachers and administrators on secondary school reform plans, implementing effective interdisciplinary teams, and anti-racism/equity initiatives.
- Resident faculty member Harriette Wilson working on book drives in Minneapolis for young children as part of the group African American Mobilization for Education (AAME)

- UTP faculty and staff hosted the MPS Office of Equity and Diversity staff for a meeting in the spring of 2010 to discuss common missions, current efforts, and possibilities for future collaboration.

New and Emerging Partnerships

Robbinsdale School District. In January 2011, the UTP received notification from Kenneth Turner, Program Director for Integration & Equity at [Robbinsdale School District](#), that the partnership with Metropolitan State Urban Teacher Program is a “go.” In the spring and fall of 2010, the UTP Executive Director, Department Chair, Field Experience Coordinator, and a faculty member participated in various meetings with Mr. Turner and other administrators including the Superintendent, Director of Human Resources, and the Principal from Cooper High School (Mike Favor is also a community faculty member in the UTP) from Robbinsdale schools. The various meeting explored the possibility of strengthening and broadening the collaboration that already existed in having several candidates student teach and complete practicum requirements in the District. The UTP is excited to be developing this new partnership with an increasingly diverse inner-ring suburban school. ([See recent phone meeting notes](#)).

CLUES. In spring 2010, a leading community group, Comunidades Latinas Unidos En Servicio (Latino Communities United in Service)—CLUES—initiated a new partnership, the “[Learning Together Program/Programa Aprendiendo Juntos](#)” with the St. Paul Public Schools and the Metropolitan State Urban Teacher Program to support the “further preparation of teachers of color that . . . empower families to achieve improved student achievement”. The project will involve five elementary schools in St. Paul, the school district’s Latino Consent Degree staff and the UTP in developing effective Latino parental involvement in the education of their children. This initiative promises to connect the UTP with significant leadership in a major community in the Twin Cities and will serve as an example for future such initiatives.

Each of these and other efforts serve to increase the available opportunities for prospective teacher candidates to gain valuable field experiences and establish the UTP as an involved member of the Minnesota metropolitan area education community. The Urban Teacher Program recognizes the continuing need to widen, deepen, and strengthen partnerships with local urban school districts and other educational institutions. We feel well poised to take advantage of these opportunities to enhance the field experience component of the Program for urban teacher candidates.

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C (5) School personnel hold valid Minnesota continuing licenses, or the equivalent, in the fields of specialization, and model good professional practice.

School Personnel Hold Valid MN Continuing Licenses in the Specialized Field

The UTP Field Experience Coordinator verifies that cooperating school personnel working with student teachers hold valid Minnesota continuing licenses in the fields of specialization. This Board of Teaching requirement is made explicit by the UTP Field Experience Coordinator when requesting placements for student teaching within school districts. Information about licensed cooperating teachers is verified by using the [Minnesota Education License Review System](#) at the Board of Teaching website and records of this information are kept. This evidence is provided in the spreadsheet linked below that includes the names of cooperating school personnel which are hyperlinked to the actual licenses they hold as available on-line through the Minnesota Department of Education Office of Educator Licensing.

- [List of Cooperating School Personnel and Licensure Status \(2004-11\)](#)

School Personnel Model Good Professional Practice

The UTP makes efforts to assign students placements with school personnel who model effective professional practice. While this doesn't always happen as intended because it is not feasible to observe and evaluate every cooperating teacher, never are candidates placed intentionally with personnel who model bad practice. To assure high quality student teaching experiences, teacher candidates regularly communicate with the UTP Field Experience Coordinator or their university supervisor to apprise him/her of their experiences within their field experience placements. When there is a perceived need (usually established through collaborative deliberation among all parties as possible), alternative placements are made to ensure that teacher candidates receive as high quality teaching experience as possible.

Because the Urban Teacher Program is committed to improving the achievement of culturally and linguistically diverse learners, it is important to the goals of the Program that student teachers are placed with tenured professional educators who model effective pedagogy in their urban classroom. The advantage UTP has in being partners with both Minneapolis and St. Paul Public Schools is that both districts use a system of Professional Development planning for retention and tenure of district teachers. This process is based on teachers providing evidence of their progress in and ability toward meeting professional standards consistent with the Minnesota Standards of Effective Practice for

Beginning Teachers. Hence, as virtually all of the placements made by UTP are in collaboration with local school administrators who know their faculty and make tenure decisions, the UTP works under the expectation that cooperating school personnel model professional practice.

In addition, teacher candidates periodically send the UTP solicited and unsolicited feedback through formal anonymous surveys as well as informal seminar discussions and emails. These unsolicited comments are in addition to the journals or logs that teacher candidates are expected to submit to the UTP Field Experience Coordinator during [EDU 311](#), [EDU 450](#), and during student teaching. Candidates often use these journals to make comment about the modeling they receive from their cooperating teacher. Another source of feedback about cooperating school personnel takes place during the final meeting with Field Experience Coordinator/Licensure Officer Victor Cole regarding licensure recommendation. Additionally, as the UTP has matured along with its relationships with schools and urban educators, UTP faculty have developed relationships at school sites and have helped to identify and recommend school personnel to work with teacher candidates because they model good practice as professional urban educators.

Finally, student surveys conducted in 2008 and 2010 as part of the UTP Assessment System indicate that the vast majority of candidates have had positive urban field experiences. In 2008, 76% reported they were either satisfied, very satisfied or extremely satisfied with their urban field experiences, and 71% of 2010 respondents reported similar degrees of satisfaction. It is unlikely there would have been such a high degree of satisfaction if cooperating school personnel were not modeling good professional practice consistent with what candidates are taught in university courses. The following quotes from teacher candidates who completed these student surveys provide evidence of how teacher candidates are generally satisfied with their urban field experiences, and believe these experiences with school personnel have significantly contributed to their pre-service learning.

- *Getting in clinical hours really helps prep you to become a teacher.*
- *The UTP has provided me with tools to effectively teach students in urban schools. I have seen the effectiveness.*
- *I appreciate all of the support in creating a quality portfolio and making connections with the school districts in the Twin Cities.*
- *It gave me experience I needed, and it has also provided me with a job opportunity...indirectly, but I wouldn't have gotten where I am without the UTP.*
- *It has facilitated my relationship with schools, and the community programs that I will be involved with throughout my teaching career.*

- *I am learning a lot from my field experiences and I feel that I am getting prepared to student teach. I am also learning a lot about teaching in diverse settings and knowing how to meet the needs of every student.*
- *I particularly enjoy the emphasis on the urban teaching experience, i.e., diversity training and exceptionality training. I also enjoy the emphasis on field experience.*
- *From my conversations with students in other education programs around the country, I have learned that the UTP emphasis on the urban student, diversity, and the variety of learning styles, combined with a focus on field experiences through-out the program, is unusual. MSU's UTP is a progressive approach to working in the urban school that makes sense to me.*
- *The instructors are working in the field and have current information and experience to offer.*
- *Given my training, my knowledge base, and my experiences in urban classrooms, I feel confident that I can walk into any classroom in the metro area as a strong candidate.*
- *Very satisfied in that both the positive and negative experiences have been very helpful in furthering my understanding of teaching in the urban setting.*
- *I am choosing extremely satisfied because the places I did my experiences at were beyond wonderful.*
- *My experiences have all been great!*
- *I am satisfied with the experiences I have had in public schools in the Twin Cities. There have been some incredible teachers that have allowed me into their classrooms and allowed me to hone my skills as a teacher.*
- *I think this is one of the best parts of the program. I believe I am very much more prepared to student teach because of the program's expectation that I am completing field experience hours at pretty much all times. I was also able to get a job because of an email from the field experience coordinator. So that was great.*

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Subpart 5 D. FOR CANDIDATE QUALIFICATIONS

D(1)	The institution recruits, admits and retains candidates who demonstrate potential for professional success in schools.
D(2)	Multiple criteria and assessments are used to identify candidates for admission who have potential to become successful teachers.
D(3)	The institution has clearly stated and applied assessment procedures for the admission of transfer, nontraditional, and post-baccalaureate candidates into undergraduate and graduate teacher preparation programs.
D(4)	The institution actively recruits and has plans, policies, and practices for admission and retention of a diverse candidate population.
D(5)	The institution assesses and, if appropriate, gives credit to candidates for knowledge and skills acquired through prior academic preparation and teaching experiences that meet licensure requirements.
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D (1) The institution recruits, admits and retains candidates who demonstrate potential for professional success in schools.

Metropolitan State University and the Urban Teacher Program recruit, admit and retain teacher candidates who demonstrate potential for professional success in urban schools. As an urban university with an urban focus to teacher preparation, the University and Program attract non-traditional students that are often diverse, multi-culturally competent, more mature, and have experienced more adversity and resiliency in their life than students attending more traditional institutions. These and other qualities that teacher candidates bring to this Program are viewed as important positive characteristics of successful professional urban educators who work with diverse student populations and within challenging socio-economic environments. The UTP works to identify and further enhance these and other qualities as candidates progress through the Program.

The efforts and procedures for recruiting, admitting and retaining candidates who demonstrate potential for professional success are described below.

Recruitment of Candidates Who Demonstrate Potential for Success

Recruitment of potential teacher candidates has needed to occur throughout the development of the program since it began in 2001, and became more intentional beginning in 2005. Since then, recruitment efforts have occurred in several ways, including:

- Focused outreach work by our program recruiter and other UTP staff and faculty;
- Sharing of the UTP Vision, Mission and Guiding Principles and criteria for UTP admission with prospective students who contact the UTP. These documents detail the important characteristics and dispositions of teacher candidates who demonstrate potential for professional success in schools;
- Creation of a professional brochure describing the program
- Work by the university recruiters and admissions counselors doing outreach as well as meeting with prospective university students who come to campus, email or call wanting more information;
- Establishment of articulation agreements with community colleges and visits to community colleges by the UTP recruiter and academic advisor;
- Collaboration with school districts and schools in Minneapolis, St. Paul, and Robbinsdale among others;
- Participation in the Northwest Suburban Future Educators Clubs conferences by the UTP Field Experience Coordinator and other UTP staff/faculty;
- Program Information Meetings at New Student Orientation offered several times each semester for students newly admitted to Metropolitan State;
- Creation and offering of a 1-credit elective course EDU 123 Exploring Urban Education
- Periodic website development
- Development and advertising of new licensure programs in early childhood education, elementary education, teaching English as a second language (ESL teaching), and the post-baccalaureate graduate certificate programs;
- Purchase of pens for marketing with the name and contact information of the UTP;
- Faculty, staff and administrative engagement in the community and schools that increases awareness of the relatively new UTP and university; and
- “Word-of-mouth” by alumni and current students in the program.

In 2004-5, the UTP decided to devote part of its resources from a vacant faculty line to hire a program recruiter in order to boost enrollments for its fledgling programs and meet its mission of increasing the number of teachers of color in urban schools. Such program-specific recruiter positions are very uncommon at the University, and the Dean supported the existence of the position from 2005 to 2009. Two people (Kristine Ramos-Walker and Katherine Beecham) held that position during this time frame; their work greatly enhanced the awareness of the UTP in the Twin Cities community and enrollment growth was steady (reports of their recruitment activities are offered in section D(4)). Now, recruitment efforts are mainly conducted by the university's admissions recruiter who happens to have a bachelor's degree in Elementary Education.

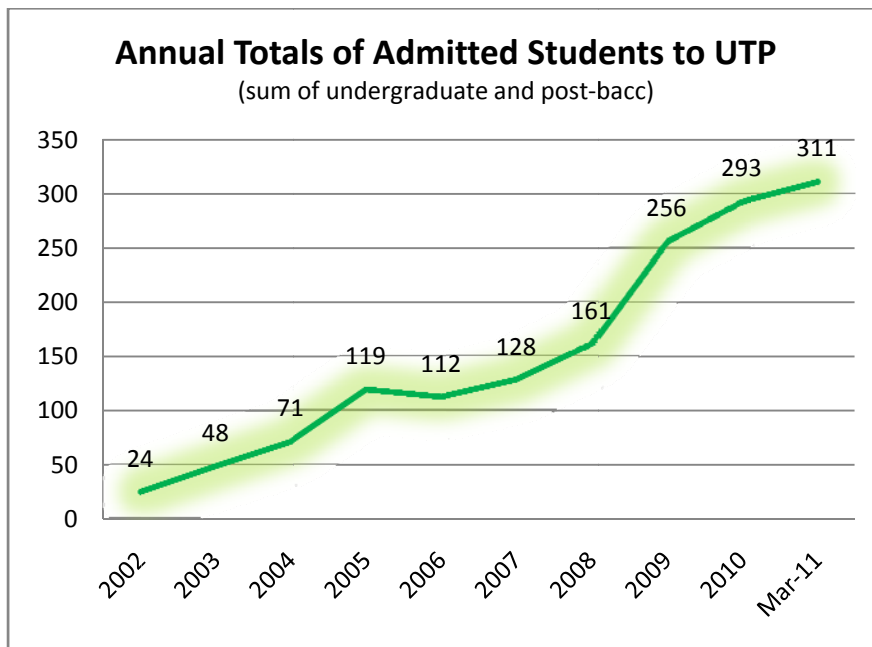
During the 2010-11 academic year, staff from the Admissions Office and Student Affairs Division have met twice with UTP staff to discuss partnership activities in the recruitment and retention of prospective teachers. Coordinating efforts and sharing information began with the intent of continuing dialogues toward more directed efforts in promoting teacher education in the University's recruitment efforts. Meanwhile, the University has also undergone strategic planning in the enhancement of enrollment management through the development of the [Strategic Enrollment and Retention Management System \(SERM\)](#) as part of the University's [Academic Quality Improvement Process \(AQIP\)](#) for continuing accreditation through the Higher Learning Commission. The UTP's goals toward enrolling, retaining, and graduating diverse prospective urban teachers figures prominently in the SERM (see [SERM process Goal 4](#)). The University has also just created a position and hired an Associate Vice President for Enrollment Management.

As of the end of January 2011, there are 240 current undergraduate students at Metropolitan State who have declared an interest in one of six teaching track majors but they have yet to apply for UTP Admission (see Table below). All are considered "prospective" applicants or "pre-admitted" students to be advised about the several other requirements for admission into the Urban Teacher Program. One of the requirements is to meet with the UTP Academic Advisor; thus, these prospective students newly admitted to the university are [sent a letter](#) inviting them to meet with the UTP Academic Advisors about the admissions process and requirements. In addition to these undergraduate students, the Urban Teacher Program has contact with dozens of prospective post-baccalaureate students each month and many have decided to come to Metropolitan State for licensure after learning more about the Program. In fact, the number of admitted post-baccalaureate students pursuing 5-12 licensure is approximately equal to the number of admitted undergraduate students seeking the same.

Table: Number of undergraduate students with declared teaching majors but have yet to apply for admission to the UTP (January 2011)

Name of Major Declared	Number yet to apply to UTP
Urban Early Childhood Education (ECED)	54
Urban Elementary Education (ELED)	78
English Teaching (CLED)	34
Life Sciences Teaching (LSED)	16
Mathematics Teaching (MAED)	32
Social Studies Teaching (SSED)	26
Total	240

Program Growth 2002 to 2010. As shown in the graph below, the number of teacher candidates admitted to the UTP has risen dramatically from the first 24 students admitted as teacher candidates in fall 2002, to a total of 311 students admitted to the UTP as of the time this Report is being submitted. This growth, reflected in the near doubling of admitted students since 2008, is mostly due to the establishment of the Urban Elementary Education program and the Graduate Certificate licensure program for urban secondary education.



Admission of Candidates Who Demonstrate Potential for Success

The Urban Teacher Program has a program admission process that identifies teacher candidates who demonstrate potential for professional success in urban schools. Through ongoing review of our admission procedures over the past several years, we have made several refinements to our admission process. These refinements have helped us identify prospective teacher candidates who meet our requirements for entry into an urban-focused teacher education program and who demonstrate the potential for success in urban schools. Some of these refinements include:

- Clarifying the [criteria for admission](#) by making revisions to the wording of certain criteria
- Defining what qualifies as “urban” field experience for admission into the program (and beyond)
- Developing and sharing with candidates the [rubric](#) used for assessing their admission essays
- Including the admission essay as an assignment in EDU 200 *Introduction to Urban Education and Reflective Teaching* so it is not a separate and disconnected requirement
- Requiring teacher candidates to complete or demonstrate having taken one of several possible [Ethnic Studies](#) courses for understanding the racialized nature of society and its impact on communities and social systems like education. Such understanding is critical for successful teaching in urban schools. UTP conducted a review of the curriculum and learning in introductory urban education courses required for admission. Data revealed that the curriculum was strong but insufficient for students to internalize essential understandings, be prepared for further advancement in our professional education course work, and be successful in urban schools as well as communities.
- Revising the requirement for two recommendations to include one from an [instructor](#) and one from urban [field experience](#), and making modifications to the recommendations form that demonstrate standards of professional conduct for success in urban schools;
- Developing and sharing with applicants a compilation of documents that represent the [UTP Standards of Professional Conduct](#) for success in the program and urban schools.

Further description of the specific and multiple criteria and assessments used by the UTP to determine program admission of candidates who demonstrate the potential for success in urban schools is provided in the next section D(2).

In some circumstances, the UTP admissions process has helped identify persons who do not meet the standards for Program admission and, thus, do not demonstrate sufficient potential for success as urban educators. In these few cases, the Department Chair communicates with the unsuccessful applicant regarding issues that would need to be resolved in order to be re-considered for admission and/or what other career options the person should consider pursuing.

Retention and Graduation of Candidates

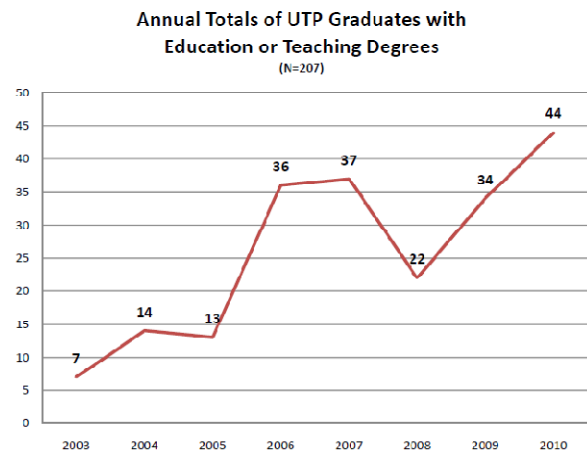
One way the unit works to retain promising candidates is by monitoring student progress and being responsive to their individual and group advising needs, beginning with a [Mandatory Orientation](#) for students as the last part of the admission process. The Mandatory Orientation was implemented in 2008 to help ensure that all students had the information needed and a preliminary plan to complete the program for the degree and licensure. Mapping out a timeline with specific courses has proven to be an important retention strategy working with many candidates, especially those who have been in college for many years and at other institutions and for those who are first generation college students.

Unlike other MnSCU institutions, faculty at Metropolitan State have credits in their workload for advising students. UTP faculty use this time to engage in a variety of advising approaches that serve to help retain students. These approaches include intensive advising by appointment at various locations and offering group advising sessions.

Another important way that the Urban Teacher Program has worked to retain promising students, especially in high need areas, has been through scholarship programs earmarked explicitly to support urban teachers with the potential for professional success. This [scholarship support](#) totaling nearly \$300,000 since 2004 has been tied to support for the program's mission for increasing the number of prospective teachers of color (see part D(4) below).

For more information on the Program's efforts on retention, please see responses to standards for D(4) and Subpart 5E When Monitoring and Advising on Candidate Progress. See section E(2) for evidence that Metropolitan State and the Urban Teacher Program maintain [specific criteria for admission and retention](#).

Finally, [a graph of graduates over the years](#) shows the annual totals of students who have graduated with either an Education degree (Early Childhood or Elementary) or a Teaching degree (English, Life Sciences, Mathematics, or Social Studies) since the first 7 graduates in fall 2003. Metropolitan State students take courses at highly individualized paces rather than a more prescribed pace if students were organized in



cohorts. Metropolitan State and UTP students often take longer than four years to graduate as “non-traditional” students, and many of whom are the first in their families to attend college and earn a college degree. Yet, the trend line of graduates is a similar in to the preceding graph “Annual Totals of Admitted Students to UTP;” these trend lines show the growth of admitted students is similar to the growth trend of graduates. Such a steadily increasing trend of graduates is a reflection of retaining students until they can earn their degrees. Therefore, as the UTP keeps up and increases its efforts to retain students towards program completion and licensure, the UTP needs to prepare for a time soon when there will be 100s of graduates per term.

Elsewhere in this Report the reality of some candidates graduating and not student teaching is discussed. The financial burden that student teaching poses for many adult learners—many of whom have jobs, family responsibilities and other financial obligations—inhibits many of them from completing 12-15 weeks of full-time student teaching without pay but with needing to pay tuition/fees. This gap between “graduates” (n=219) and “program completers” who student teach (n=183 or 83.5% of all “graduates”) is a concern even though UTP faculty and staff hear that many of the 36 graduates who didn’t student teach have pursued graduation education and/or found other employment in service to the urban community.

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D (2) Multiple criteria and assessments are used to identify candidates for admission who have potential to become successful teachers.

Admission decisions for new, first-time freshman undergraduate students seeking to study at Metropolitan State are based on [multiple criteria](#). However, this group represents a small percentage of students at the University as over 90 percent of Metropolitan State’s students transfer from other institutions. Thus, the [criteria for transfer student admission](#) are most often used at Metropolitan State.

Several criteria and multiple assessments are used by the Urban Teacher Program (UTP) to identify candidates for admission who have potential to become successful urban teachers.

Multiple Criteria and Assessments for making UTP Undergraduate Admission Decisions

Decisions about undergraduate candidates' admission to the Urban Teacher Program are based on the following criteria:

- Demonstrate commitment to teaching in an urban context.
- Demonstrate understanding of and respect for diverse urban learners and their communities.
- Complete at least 40 hours of experience working with youth in an urban setting.
- Demonstrate professional conduct for positive interactions with students and educators in an urban environment.
- Complete coursework required for admission with a C or higher and an overall GPA of 2.5 or higher (students with a 2.0-2.49 GPA may apply for conditional admission).

To assess whether or not candidates meet the various UTP admission criteria, students' applications for Program admission include:

- Copy of student transcripts;
- An [essay](#) explaining "Why I will be an effective urban (insert your subject area) teacher";
- [Documentation](#) of at least 40 hours of field experience working with youth in an urban context;
- Recommendations from an [instructor](#) and from a [person in the field](#) involved with urban education, community or youth service;

The following documents are used to verify the multiple assessments used to make admissions decisions based on the criteria.

- [Undergraduate Admission Checklist](#)
- [Undergraduate Admission Rating Form](#)
- [Graduate Admission Checklist](#)

Multiple Criteria and Assessments for making UTP Graduate Admission Decisions

Decisions about post-baccalaureate candidates' admission to the Urban Teacher Program are based on the following criteria:

- Demonstrate a commitment to teaching in an urban setting (*assessed by letter of application, interview*).
- Demonstrate understanding of and respect for the needs of diverse learners in urban communities (*assessed by letter of application, recommendations, faculty interview, completion of EDU 600, and Ethnic Studies competency*).
- Have an undergraduate or graduate cumulative GPA of 2.75 or higher (*assessed by transcripts*).

- Have at least 40 hours of experience working with diverse youth or observing classrooms in an urban setting (*assessed by verifiable documentation of field experience*).
- Provide evidence of professional conduct associated with positively interacting with urban youth, families and fellow educators (*assessed by recommendations, letter of application, faculty interview*).

Admission criteria and assessments are detailed in the documents linked below that are included in the [UTP Student Handbook](#), website and factsheets. They are discussed with candidates in introductory coursework required for admission (EDU 200 and EDU 203 and EDU 600, for graduate students) and in advising sessions with students seeking admission.

- [Guide to Undergraduate Admission in the UTP](#)
- [Undergraduate Application for Admission to the UTP](#)
- [Rubric for Admission Application Essay](#)
- Graduate Admission info sheet [for persons without a previous license](#) and for those [with a previous license](#)
- [Graduate Application for Admission to the UTP](#)
- [Instructor Recommendation Form](#)
- [Field Experience Recommendation Form](#)

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D(3) The institution has clearly stated and applied assessment procedures for the admission of transfer, nontraditional, and post-baccalaureate candidates into undergraduate and graduate teacher preparation programs.

Metropolitan State and the Urban Teacher Program have clearly stated and applied assessment procedures for the admission of transfer and post-baccalaureate candidates into undergraduate and graduate licensure programs. Because the University's student base is and has been primarily comprised of what other universities consider "nontraditional" students, there is no distinction made for this student group because they are traditional in the Metropolitan State learning community.

Procedures for Admission to the University

Metropolitan State has clearly stated and applied assessment procedures for the admission of transfer students as they represent more than 90 percent of the undergraduate student population. The [criteria for admission of transfer students are clearly stated on the university's website](#).

The criteria for admission of post-baccalaureate students to the university are also clearly stated on the university's website for students [seeking a second degree](#) as well as [those seeking licensure only](#) and can earn a graduate certificate in urban secondary education.

Assessment Procedures for Admission to the Urban Teacher Program

Assessment procedures for admission of transfer and post-baccalaureate students into the UTP are clearly stated and applied as these two student groups represent 99 percent of the students in the UTP. (See all documents linked in response to standards D(3) above.)

Transfer and post-baccalaureate students seeking admission to the Urban Teacher Program must meet the same program admission criteria set for candidates who begin their degree programs at Metropolitan State. However, a higher GPA (2.75 instead of 2.5) is required for post-baccalaureate candidates wishing to enroll in the Graduate Certificate for Urban Secondary Education program. Again, because more than 90 percent of Metropolitan State's students transfer from other institutions, no distinctions are made or needed between applied assessment procedures for program admission of transfer students as compared to students who begin their higher education at Metropolitan State. As is discussed in section D(5) below, transfer students' transcripts and degree audit reports (DARS) are carefully reviewed to see if they have completed the University's general education requirement for written and oral communication as well as any credits in their content area specialty or even some introductory education coursework if such classes have been approved as equivalent based on articulation agreements with Community Colleges.

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D (4) The institution actively recruits and has plans, policies, and practices for admission and retention of a diverse candidate population.

The UTP actively recruits diverse teacher candidates and has developed plans, policies and practices to admit and retain a diverse teacher candidate population. Our focus remains dedicated to improving the diversity and excellent preparation of new urban teachers entering the field.

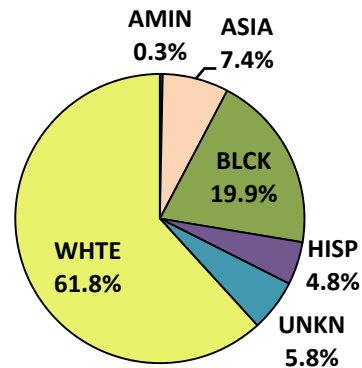
The Urban Teacher Program is based on a commitment to increase the numbers of teachers of color in the urban teacher workforce and to prepare every teacher candidate in its program to be specifically capable of teaching historically and currently under-served students. Established a decade ago by state legislation, the UTP has recruited, admitted and retained significant numbers of teacher candidates from diverse cultural and linguistic backgrounds.

A Demographic Profile of UTP Teacher Candidates

Since the program’s inception in 2000, the UTP has admitted 34% prospective teachers of color on average over the years. Currently, 32% of 311 admitted teacher candidates are students of color (see pie chart to right). Of more than 750

Metropolitan State [students in the university database with declared teaching majors](#) (including prospective candidates and graduates within the past three years), 32% are also students of color. The ethnic or cultural groups represented in this population include American Indians, U.S. born African Americans, Asian Americans, Latinos, and Whites as well as immigrants and refugees from African, Asia, Latin America, and the Middle East.

Percentages of All Admitted Students by Ethnicity
(Total Undergrad & Post-Bacc = 311 as of March 2011)



The percentage of students color in the UTP in each of the years since the Program started in 2001 has ranged from a low of 27% at the program’s initiation to as high as 46% in some years. Variation in the percentage of candidates of color admitted to the UTP varies by major and from semester to semester based on admission and graduation. (Example: See a [comparison of candidates of color in each major](#)

[August 2010 vs January 2011](#)). From this graphic comparison, some significant results worth noting include the relative distribution of teacher candidates of color within certain majors. For example, within the past year the percentage of admitted Early Childhood Education candidates of color has reached 43%, the percentage of English Teaching candidates of color rose to 52%, and Mathematics Teaching candidates of color represented 43% their cohort.

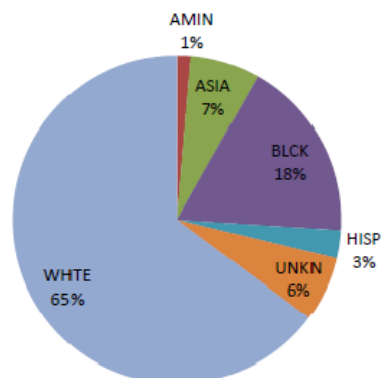
The UTP has not yet achieved its legislative mandate to enroll 50 percent candidates of color, but it has far exceeded the overall percentage of candidates of color enrolled in teacher preparation programs throughout the state. Less than 10 percent of more than 10,000 total enrolled candidates in MN are persons of color (see data at [MTQM](#)). The objective of matriculating at least 50% teacher candidates of color, as expected in the 2000 state legislation that initiated the UTP, remains a goal of our program.

The percentage of our graduates of color (29%) is nearly the same as the percentage of students admitted to the UTP (32%).

While the current demographics of students in the UTP slightly exceeds the percentage of students of color at Metropolitan State (29%) and far surpasses racial diversity of teacher candidates at other teacher preparation

programs in the Twin Cities or Minnesota, the UTP is still striving to achieve its legislative mandate without implementing a quota. The UTP recognizes its primary mission and we continue to build and expand our strategies to recruit and retain diverse teacher candidates. In the fall of 2010, a group of UTP faculty and staff made a presentation about our efforts to recruit, admit, and retain diverse candidates at the Minnesota Minority Education Partnership annual conference (see [PowerPoint](#) and [handout](#)). Some of these efforts are described below as well.

UTP Grads by Ethnicity as % of Total



All Efforts are grounded in the Vision, Mission, and Guiding Principles of the UTP

One of the main reasons why the UTP and Metropolitan State have successfully recruited, admitted, and retained a diverse candidate population is because efforts are grounded in the [UTP Vision, Mission and Guiding Principles](#) established in 2005.

The UTP vision begins with the statement:

The Metropolitan State University Urban Teacher Program (UTP) will prepare diverse, reflective, responsive and resilient teachers . . .

The two-fold UTP mission is clear and focused and resonates with prospective teachers of color:

The mission of the UTP is twofold: 1) To increase the number of well-prepared teachers of color in Minneapolis, St. Paul and inner-ring suburbs so that the urban teaching workforce reflects the ethnically diverse population of students and their communities; and 2) To empower urban teachers with the content knowledge, pedagogical skills, urban field experiences, and professional dispositions needed to improve the educational achievement of historically and currently underserved urban learners and to advocate for their right to receive a high quality education.

Furthermore, program actions based on the following Guiding Principles and Objectives of the document have reinforced a message of commitment to having a diverse candidate population. Again, these and other guiding principles tend to resonate with prospective and admitted candidates of color so they want to be in the UTP at Metropolitan State.

- *Actively recruit, advise and retain teacher candidates of color using multiple approaches consistent with Metropolitan State philosophy to exceed the expectation set forth by the Minnesota Legislature in 2000 that our new Urban Teacher Program would “enroll at least 50 percent students of color.” (Article 11, Section 1, Subd 4 of H.F No. 3800, 5th Engrossment: 81st Legislative Session, May 11, 2000).*
- *Collaborate with Minneapolis Community & Technical College as well as Inver Hills Community College and other two-year institutions to recruit and prepare persons of color, first-generation college students, and other non-traditional or historically under-represented students for successful completion of the Urban Teacher Program. These collaborations will include ongoing assessment of the program.*
- *Embed multicultural perspectives throughout all courses and practicum experiences in ways that respect the rich diversity of urban learners and families and increase the abilities of teacher candidates to meet the needs of those with whom they work. Such diversity includes but is not limited to culture, race, ethnicity, nationality, religion, economic class, exceptionality, gender, and sexual orientation.*
- *Demonstrate commitment to equity by understanding past and present disparities and partnering with various under-served and under-represented urban communities and community organizations to create equitable learning experiences for all urban youth.*
- *Have diverse faculty and staff who represent, reflect upon and model the vision, mission and guiding principles of the Urban Teacher Program.*

Recruitment and Admission Plans, Policies and Practices for a Diverse Candidate Population

Hiring a UTP Recruiter. As described above in section D(1), the UTP allocated resources for its own recruiter from 2005-2009 to focus on achieving the mission of the UTP for increasing teachers of color in urban schools. Program-specific recruiters are very rare at Metropolitan State. The work of the two people who held this position, Kristine Ramos-Walker and Katherine Beecham, did much to increase awareness of the new UTP in the community and schools and to bring more diverse students into the Program. Several hundred visits and contacts with schools and organizations occurred during this time. (See their reports: [UTP Recruitment Report 2005-6](#), and [UTP Recruiting: A 3-year Overview of Activities 2006-09](#).)

During the 2010-11 academic year, staff from the Admissions Office and Student Affairs Division have met twice with UTP staff to discuss partnership activities in the recruitment and retention of prospective teachers of color.

Admission Criteria. Two admission criteria acknowledge the experiences of most candidates of color while helping to ensure all candidates demonstrate the potential for success in the UTP and urban schools: 1) Demonstrated understanding and respect for diverse urban learners and their communities, and 2) Documentation of at least 40 hours of experience with diverse youth in an urban setting.

Changing Admission Policies and Practices. As a result of the UTP assessment system for continuous improvement described in sections [A\(3\)](#) and [F\(2\)](#) of this report, the Department decided to revise its admission requirements, clarify information sheets, and expedite the application process to remove barriers to students of color and first-generation college students.

One of the requirements for Program admission that was instituted when the UTP began was that all students had to complete their General Education college-level math requirement before they could be admitted to the UTP. After a few years, this was dropped as a requirement for UTP admission and it is no longer a barrier to candidates starting their required coursework their major and licensure. While the math requirement was a barrier to admission, it has not been a barrier to graduation as candidates have more time to take and pass this University requirement for the degree.

Another admission requirement that was proving to be an unintentional barrier, especially to a disproportionate percentage of candidates of color, was that all candidates had to take (not necessarily pass) all three portions of the PPST exams (Reading, Writing, Math) that were then required to be

passed for licensure recommendations. Upon [analysis of data](#) of who was fully admitted and who was conditionally admitted to the UTP and how long conditions for admission remained, the Department decided to eliminate the completion of the basic skills exams as requirements for UTP admission.

The changing of admission requirements and a new Academic Advisor, Taslima Khaled, prompted a fresh, critical view of the advising document *Guide to Admission in the UTP*. It was determined that the original document was too densely-worded and daunting to prospective students with a long list of criteria and requirements merged together. The new, more concise document (and minor iterations since) has been well-received by students in pre-admission advising sessions with the UTP Academic Advisor over the past few years.

Old UTP Guide to Admission —————> **Revised UTP Guide to Admission**

Finally, in order to provide diverse candidates a sense of being welcomed into the UTP and ensure that they apply to be admitted, the UTP Academic Advisor begins to encourage candidates to complete the UTP admission application form during advising meetings with prospective students. Once students have met most admission requirements and are in the process of completing others (e.g., they are enrolled in a course for admission but it is not yet complete) they would receive conditional admission status and be assigned a resident faculty advisor. The UTP Academic Advisor and the faculty advisor periodically update records as the requirements for full admission get completed. Completion of admission requirements is monitored with the use of the [graduate](#) or [undergraduate](#) admissions checklist kept in candidates' files.

Retention Plans, Policies and Practices for a Diverse Candidate Population

In addition to recruitment and admission efforts, described below are the retention efforts that the Program has developed as it seeks to maintain the gains it has made in improving the demographic representation of its teacher candidates.

Long-Range Priorities/Planning, Annual Goals, Assessment for Continuous Improvement, Department Meetings and Advisory Meetings. Given the core purpose and mission of the UTP, retention plans, policies and practices for diverse candidates are interwoven and reflected in UTP long-range priorities and plans, annual department goals, and regular program assessment for continuous improvement as

usually discussed and decided in department and advisory group meetings. (See descriptions and evidence in sections [A\(3\)](#), [F\(2\)](#) and [H\(7\)](#) of this report.)

Scholarships. The institution has directed its successful scholarship fundraising support to retain prospective teachers of color through the Metropolitan State University Foundation. The Foundation and Development Office administers the [scholarship awards](#) offered at the University, including [scholarship awards specific for UTP candidates](#), with funds provided by community partners. The Urban Teacher Program has worked with this office to raise funds from private donations and foundations, and to ensure that scholarship awards of various amounts given to prospective teachers mirror the Program's goals. Scholarships are awarded to teacher candidates who meet the following required and preferred criteria:

Required criteria

- Demonstrated culturally and linguistically diverse life experiences that will enhance your potential for success as an urban teacher of diverse youth (scholarship application essay)
- Demonstrated financial need and positive impact receiving a scholarship would have on your ability to accomplish your academic goals (scholarship application essay, Student Aid Report)
- Quality of academic record in completing required courses in the Urban Teacher Program, (minimum 2.5 GPA based on Metropolitan State transcript)

Preferred criteria

- First-generation college student
- In the final year of studies including student teaching
- High-need areas of math or science
- Have not received a scholarship from the UTP in the past

Since 2004, 51% of nearly \$300,000 in UTP scholarships has gone to support candidates of color. They have received 45% of all awards and represent 40% of all recipients.

Mandatory Admission Orientation, Group Advising Sessions, and EDU 311/EDU 450 Seminars, and UTP Student Handbook. Metropolitan State is a non-residential campus serving adult learners who have busy work and personal lives beyond the university. One of the challenges is ensuring that all teacher candidates have the information they need to matriculate through the Program successfully. Disproportionately, candidates of color have struggled to make individual appointments for advisement and often do not get the information and guidance all candidates need. Within the past several years, the UTP has implemented a variety of practices to address this challenge.

As described above in section D(1), advisement now begins with a [Mandatory Orientation session](#) for all candidates newly admitted to the UTP. It is followed up by periodic [group advising sessions](#) typically offered before evening classes. Key advisement for field experiences in preparation for student teaching also occurs in EDU 311 *Urban Teaching Practicum and Seminar* (0-1cr) and EDU 450 *Advanced Urban Teaching Practicum and Seminar* (0-1cr) that are co-requisites with specific content methods classes. Finally, candidates now have multiple means of accessing key advisement information through the [UTP Student Handbook](#). This handbook was updated in 2010 with important documents and forms and became available on CDs and as well as on the [internet](#) for all candidates.

Progress Checks 1 & 2. In the spring and fall of 2010, the UTP was conducting a self-assessment and realized it can further improve how it monitors and advises all candidates towards graduation, program completion and licensure. The Department implemented [Progress Check #1](#) and [Progress Check #2](#) in fall 2010 as part of its strategy to increase the successful completion of candidates of color who graduate, student teach, and earn licensure.

Culturally-Specific Mentoring. Another example is re-institution of support group efforts for African-American students initiated by UTP faculty member, Dr. Nadine Haley. This project emphasizes collective study habits, scholarly dispositions, and professionalism in writing and presentation. Another emphasis is goal setting which includes making plans for completing student teaching and passing of exams required for licensure.

Support for Taking and Passing Licensure Exams. A longer-standing effort undertaken by the Program has been to support the preparation of teacher candidates in successfully taking and passing required teacher licensure exams like the previous Praxis exams and the current Minnesota Teacher Licensure Exams (MTLE). Recognizing the need to support teacher candidates while they are matriculating through our program, assistant professor Harriette Wilson initiated an elective, [EDU 150](#) (0-1cr) several years ago for preparing students to complete the state professional basic skills test (previously Praxis PreProfessional Skills Test--PPST and now the Minnesota Teacher License Exam--MTLE). Relatively few students over the years have taken the course even though they have the option to take it for free or for credit. With the change to MTLE, it was an opportune time to review the purpose and design of this course.

Besides redesigning and adjusting the curriculum of EDU 150, the UTP has begun to recognize the need for even more of a comprehensive approach in preparing especially teacher candidates of color in the

very new MTLE tests that are still in process of validation. We have noted that students must be well-prepared for all of the tests expected of them. In recent months, the UTP has increased its focus on this issue by looking closer at disparate outcomes on exams and available materials so that the UTP can collectively take a more proactive and sustained approach in supporting our students. For example, we have begun to encourage our students to take the new MTLE basic skills exams early in their program so that there is time while they are in the program to provide any support that may be needed. We have made plans for ongoing support to students including seeking sources of project funding for this effort as well as redoubling our efforts for integrating relevant skills preparation in the content of the professional education coursework. In addition, we have begun strategic conversations to collaborate with other content area faculty (e.g., the math department) and other university units (e.g., Center of Academic Excellence) in supporting our teacher candidates in passing All the licensure exams.

Candidates with English Language Learning Needs. Our experience has shown us that we have been quite successful in recruiting teacher candidates who come from linguistically diverse backgrounds such as teacher assistants in the public schools among other venues. Some of these students have found entering into a teacher preparation program to be prohibitive because they may lack sufficient skills in academic English to work successfully in university/college courses. The department has identified some of these additional language learning needs early in our admission process so that it can provide students with guidance and additional strategies that can help them work toward their licensure degrees while at the same time developing necessary English skills in written and oral expression. All faculty and staff encourage students to use the various learning resources in the University such as the comprehensive [Center for Academic Excellence](#) where students can receive individual tutoring support or the [Placement Assessment Office](#) where students can have access to [courses in basic English literacy](#) such as reading or basic writing.

Efforts have also been made to develop better approaches for students with these teaching level English needs. One recent example was the funding received by UTP faculty Dr. Manuel Barrera to conduct research on the development of support programs for aspiring teachers with English language learning needs. The current research project will collect focus group and survey data from students, their college instructors, and members of the University tutoring service regarding the additional supports needed for building students' academic English skills in oral and written expression. This project is currently in process and it is expected that more comprehensive funding will be sought that can build on the collected data and analysis of results.

Finally, faculty have also begun to use some of their own courses as sources for teacher candidate support by pairing teacher candidates with needs in oral and written English with other teacher candidates taking our courses [EDU 435/EDU 635](#)—Teaching and Assessing English Language Learners. In this way, teacher candidates taking the courses receive valuable field experience in teaching English learning skills and teacher candidates with those needs receive valuable support toward successful matriculation in their programs.

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D(5) The institution assesses and, if appropriate, gives credit to candidates for knowledge and skills acquired through prior academic preparation and teaching experiences that meet licensure requirements.

Institutional Assessment

Metropolitan State Registrar's Office reviews all transcripts that document transfer students' prior learning and creates a [Degree Audit Report \(DARS\)](#). Such review is facilitated by the Minnesota Transfer Curriculum which identifies courses at each institution that meet the 10 different goal areas for general education requirements across MnSCU institutions. University departments identified equivalent coursework in their majors offered by other institutions in the state as part of getting the DARS system launched at the University (ca, 2007-2008).

Department-Level Assessment of Prior Course-Based Learning

The Urban Teacher Program faculty and faculty in departments in the College of Arts and Sciences have forged various articulation agreements with community colleges to facilitate the process of giving credit to candidates for knowledge and skills required for program admission and licensure that has been acquired at those institutions. When the articulation agreements are forged and updated, courses from these colleges are reviewed by faculty to assure they meet the Minnesota Standards of Effective Practice and content area standards required for licensure, as well as the urban focus of the UTP if they are education classes. The UTP plans to update these agreements with its community college partners and College of Arts & Sciences partners in the coming year as they were either updated or forged in 2007 and 2009. New agreements with other colleges are also planned as at least three have approached the UTP wanting to establish teacher education articulations for the first time.

Articulation Agreements with Community Colleges for Transfer Student Admission			
Minneapolis Community and Technical College	Inver Hills Community College	St. Paul College	Century College

For prospective students interested in a major leading to teaching licensure who have transferred from institutions other than those listed above with articulation agreements, they also have a transcript review conducted. In the case of the undergraduate programs, this review is conducted by the Education department for all EDU courses and by the respective content area faculty in the College of Arts & Science for 5-12 candidates when determining transfer coursework for the major. This process was developed over time and refined through collaborations between faculty colleagues in the College of Arts and Sciences and the Education Department along with the respective CAS and Education department academic advisors. The following forms are used for these undergraduate transcript reviews:

Transfer Transcript Review Forms		
Urban Early Childhood Education	ECED Major courses	-----
Urban Elementary Education	ELED Major courses	-----
English Teaching	Content Major courses	EDU courses
Life Sciences Teaching	Content Major courses	EDU courses
Mathematics Teaching	Content Major courses	EDU courses
Social Studies Teaching	Content Major courses	EDU courses

In the case of the assessing the prior learning of post-baccalaureate students seeking 5-12 licensure, the Post-Baccalaureate Coordinator usually does the preliminary assessment of prior learning and then develops a draft plan for study that is reviewed by the Department Chair or faculty member in the UTP with content expertise in the field of licensure. The initial review occurs with the prospective student, and involves previous course work and experiences related to Metropolitan State requirements to meet Board of Teaching content and pedagogy standards for licensure as well as meeting UTP standards for teacher preparation in urban settings. See forms linked below.

Post-Baccalaureate Transcript Review Forms	
Communication Arts & Literature	Mathematics
Life Sciences/General Sciences	Social Studies

After the review of transcripts for prior academic learning, the draft plan of study is developed and includes any additional course work in the subject area as well as urban education coursework and urban field experience in the licensure area sought. Once this initial plan is drafted, faculty members in the Education Department with licensed teaching experience in the relevant content areas review this plan for a second confirmatory assessment and either concurrence with the plan or any suggested revisions. If UTP faculty have questions about the prior coursework in the content area, they consult with their colleagues in the respective Arts & Science department. Once the respective faculty member reviews and approves the proposed plan, the plan is signed by the Post-Baccalaureate Coordinator, Department Chair, and the student at which point the plan becomes the student's "contract" or formal program of study.

When post-baccalaureate candidates come to the Program seeking a license in an area unrelated to the major of their previous degree(s) and it is clear that they have to complete a majority of the content in their chosen area, they are encouraged to meet with the respective content area coordinator/advisor in the College of Arts and Science and consider earning another bachelor's degree (i.e., BS English Teaching, BS Life Sciences Teaching, BS Mathematics Teaching, or BS Social Studies Teaching). Meanwhile, these candidates complete the graduate level professional education coursework that meets licensure standards towards a Graduate Certificate in Urban Secondary Education.

Department Assessment of Prior Experiential Learning in Schools, including Prior Teaching

The most frequently assessed experiential learning experiences are used to determine whether or not candidates seeking admission have completed at least 40 hours of experience working with diverse youth in an urban setting. Such experience needs to meet the UTP's demographic and geographic definition of "urban", and needs to have occurred within the past five years.

Less common are situations with post-baccalaureate candidates who may not have an existing license but who do have prior teaching experience ([see information packet](#)). Such experience is assessed by the Post-Baccalaureate Coordinator and either the UTP Field Experience Coordinator/Licensure Officer or a resident faculty member with licensed experience in the content area being sought. They review documentation from the individual's experiences (e.g., evaluations, work samples), the age/grade level taught, how recently it took place, and if it could be considered taking place in an "urban" setting. Using that information the candidate is asked to discuss what they have learned from this prior teaching experience to probe for the meeting of MN BoT and UTP standards. A determination is made whether or

not student teaching is required through the Urban Teacher Program, how many weeks of supervised full-time teaching practicum experience is needed, and what grade level would be required in order to assure that competence requirements could be demonstrated for the content and scope of the license being sought.

Additional approaches to supporting teacher candidate's prior experience and preparation is the use of "creative learning strategies" promoted within the University through its [First College](#). Most of UTP faculty have participated in professional development workshops regarding how to assess prior experiential learning that doesn't show on transcripts, as well as "theory seminars" and independent studies that include assessments of students previous experiential learning. These creative learning strategies are described below, and the Department is poised to make them available to prospective teacher candidates in response to pressures resulting from the new alternative teacher licensing law.

Prior Learning Assessments (PLA). At Metropolitan State, the term Prior Learning Assessment is used to describe a systematic process to identify experiential learning gained through life or work and assess it for college credit. An example could be associated educational experiences such as workshops, seminars, training, or systematic attendance at professional conferences to maintain professional development ([see the form used at the University for PLA's](#)).

Theory Seminars. Another creative learning strategy at Metropolitan State is the Theory Seminar. Theory seminars provide an alternative to the prior learning assessment process. Theory seminars are learning opportunities designed specifically for students with extensive experience and practical knowledge in a subject (e.g. urban educational experiences), but limited theoretical learning. They involve fewer classroom hours than regular courses, ranging from six to 15 hours, and require considerable work outside the classroom. Throughout theory seminars, instructors evaluate student's integrated new learning with their prior experience. While the UTP has not taught any of these, [a theory seminar for EDU 200 Introduction to Urban Education and Reflective Teaching \(3cr\)](#) was created by faculty a few years ago for prospective teacher candidates with extensive experience in urban schools.

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Subpart 5 E. WHEN MONITORING AND ADVISING ON CANDIDATE PROGRESS

E(1)	The institution provides appropriate academic and professional advisement at a candidate's admission and throughout the candidate's professional education.
E(2)	The institution maintains specific criteria for admission and retention, and defined student appeals process.
E(3)	The institution maintains complete, accurate, and current records of candidates in teaching preparation programs
E(4)	The institution uses authentic performance-based assessments and systematic procedures and timelines to determine whether candidates have the knowledge and skills needed to advance through the program.
E(5)	Criteria consistent with part 8710.2000 are used to determine candidate progress through each program.
E(6)	The institution requires that candidates successfully complete all Board of Teaching licensure assessments before recommending a candidate for teacher licensure.
E(7)	Publications and faculty advising provide candidates with clear information about institutional policies and requirements needed to complete professional education programs, the availability of social and psychological counseling services, and job opportunities.
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E (1) The institution provides appropriate academic and professional advisement at a candidate's admission and throughout the candidate's professional education.

Metropolitan State University and its Urban Teacher Program provide appropriate academic and professional advisement to teacher candidates at admission and throughout their professional education. The process of advisement is well-contextualized by Metropolitan State's history of innovation in support to non-traditional, urban and first-generation adult learners who are the traditional student population at the University. The UTP builds on this tradition with a professed focus on preparing diverse urban educators committed to improving the education of urban children and youth.

A History of Strong Institutional Support for Advising

Student advising has been of particular importance at Metropolitan State since its inception. Metropolitan State University began almost 40 years ago as a non-traditional institution with intensive advising and

individualized degree programs as its core approach to meeting the academic and professional needs of non-traditional students. The university's commitment to advising has been institutionalized with appropriate resource allocations. Specifically, several full-time academic advisors serve each college (the equivalent of 1.5 positions is allocated for the Urban Teacher Program). Furthermore, at Metropolitan State, all resident faculty members are contractually assigned 3 credits of advising workload per year (per faculty union IFO contract). This commitment of human resources to advising students at Metropolitan State is unmatched in comparison to other Minnesota state universities where advising is usually an additional duty for faculty beyond their teaching work load.

Proactive Efforts to Meet the Unique Needs of Metropolitan State Students

Appropriate advising at Metropolitan State University is considered much more than meeting with students when they request or during a narrow range of office hours per week. Advising at Metropolitan State requires being accessible to students at various times and in various locations. Advising involves collaborating across colleges in different cities to develop and disseminate clear procedures and information. Advising involves reaching out to busy adults with multiple responsibilities.

Advising of candidates in the Urban Teacher Program is guided by a focus on the particular needs of prospective teacher candidates typical in profile with other students at Metropolitan State. Students who enter this Program are unique compared to those who attend many other colleges and universities. There are several factors that distinguish Metropolitan State students in general, and teacher candidates are no exception to the following institutional profile:

- 100% commute to the campuses located in Minneapolis, St. Paul and Midway
- Most are working adults with an average age of 31 and diverse life experiences
- Many have dependents at home who rely on them
- Approximately 60% are first-generation college students
- Most have transferred credits from other higher education institutions
- Approximately 64% are part-time students

These and other factors demand that appropriate advising in the Urban Teacher Program at Metropolitan State University takes a proactive empowering approach to meeting the needs of teacher candidates. Since UTP students are busy people with multiple levels of responsibility and since our university is not a residential

campus, the UTP has increasingly found the need to reach out to students in a more deliberate way—what is called “intrusive advising”.

Finally, in addition to Metropolitan State’s tradition and commitment of resources to quality advising, the UTP’s greatest assets in providing appropriate advising are its faculty and academic advisors who are committed to connecting with students and developing strong academic relationships. In essence, the UTP takes pride in having been able to establish relationships at a public university that are most usually found at small, private colleges and universities. Equally important and unique is how UTP faculty and staff represent a highly diverse set of life, professional and cultural experiences that allow diverse students to connect with members of the Department. This breadth and depth of experience facilitates trust in a mentoring relationship that is important in appropriate advising.

Appropriate Advisement to Prospective Teacher Candidates

New, transfer and existing Metropolitan State University undergraduate and post-baccalaureate students who express an interest in teaching receive appropriate advising services from within the Urban Teacher Program and from entities within the University’s unit of Student Affairs.

Gateway Student Services. Students seeking more information about Metropolitan State over the phone or in person are initially advised by [Gateway Student Services](#). Gateway provides a “one-stop” approach to advising students by integrating services of admission, financial aid, registration, and other advising/counseling. Gateway is open to students Mondays - Fridays, 8:00 a.m. - 6:30 p.m. and Saturdays, 8:30 a.m. - 1:30 p.m. on the first floor entrance of Founders Hall at the University’s St. Paul Campus.

University Admissions Counselors. As explained on the [university website](#), advisement for many students new to Metropolitan State then continues by meeting with a university Admission Counselor who provides information about program selection and transcript evaluation processes at the University.

University Website. In today’s electronic world, many students do not come to campus until after they have applied online on the university’s website. The [website also provides appropriate advising to transfer students](#) about course equivalencies, the [admission process for transfer students](#) as well as other students.

Required Coursework information sheets (called “Fact Sheets” within the University) exist for each undergraduate major/licensure program—[Urban Early Childhood Education](#), [Urban Elementary Education](#), [English Education](#), [Life Sciences Education](#), [Mathematics Education](#), & [Social Studies Education](#) as well as the secondary education [Graduate Certificate Program](#) for 5-12 licensure fields.

New Student Orientation and Program Information Sessions. Each semester, Metropolitan State University offers mandatory [orientation sessions](#) for newly admitted undergraduate students to the university. Students can participate in the campus or online version of orientation. Major components of the orientation session include general education requirements and awareness of the many student services offered at Metropolitan State. UTP Academic Advisors from both the Education department and the College of Arts and Sciences participate in these orientations during Program Information Meetings (PIMs). The PIMs inform prospective teacher candidates about the UTP, including various teaching majors designed to meet licensure requirements and the requirements for Program admission.

Academic Advisors. Once admitted to the University, students are assigned an academic advisor based on their expressed interest in a field of study. Metropolitan State is well-positioned in providing advisement to students who are or who might be seeking admission to the Urban Teacher Program. The institution has one full-time academic advisor in the Education Department, Taslima Khaled, and one academic advisor in the College of Arts and Sciences, Barbara Schulman, who has half of her workload designated for UTP advising. Both academic advisors meet with new undergraduate transfer and existing Metropolitan State University students who express an interest in teaching. The CAS academic advisor provides prospective students with information and guidance on General Education/Liberal Studies (GELS) and major content area requirements for 5-12 secondary education teaching majors as well as information about the many services provided to all students at the university. The Education academic advisor provides prospective undergraduate students with information about all teaching majors, guidance on meeting GELS requirements, information and guidance on UTP admissions requirements and procedures, scholarship information, information about required licensure exams, and information about the many services provided to all students at the university. Both advisors share with prospective candidates the [Vision, Mission and Guiding Principles of the UTP](#) as the Program requires that all admitted candidates demonstrate a commitment to teaching in an urban setting.

CAS Faculty. Once an undergraduate secondary education candidate has completed a [major declaration form](#), they are assigned a resident faculty advisor in the College of Arts and Science (CAS) as their major advisor for completion of GELS and content requirements for the degree. They discuss students' interests in their respective academic disciplines, they review General Education/Liberal Studies (GELS) requirements, they review transcripts, and they complete a graduation planning form verifying that all degree requirements have been or need to be met. Since many of the CAS faculty members who advise teacher candidates teach GELS courses as well as major courses, they are able to provide students with solid guidance in completing these requirements in a way that enhances the students' ability to succeed.

Appropriate Advisement to Teacher Candidates Applying for Admission to the UTP

UTP Academic Advisor Taslima Khaled advises all undergraduate students through the Program admission process until they become fully admitted to the UTP. As the advisor of all “pre-admitted” candidates, she gets to know the students well and ensures they get an accurate, consistent message about the admission process and Program requirements. This advisement takes many forms in many settings. She visits all sections of the classes required for Program admission (EDU 200 Introduction to Urban Education and Reflective Teaching, and EDU 203 Multicultural Education) to overview the UTP admissions requirements, criteria and process. She also meets with students individually as they get ready to apply, and she makes sure they understand the admissions requirements, criteria and process. She also addresses students’ questions via phone and email. Field Experience Coordinator Victor Cole also makes presentations in EDU 200, EDU 203, and EDU 600 about field experience requirements for admission and what qualifies as “urban” experience.

This level of advising is the initial phase of helping students begin their programs of study once they’ve committed to candidacy in the Program. Once candidates are conditionally admitted, they are assigned a resident faculty advisor and must participate in a Mandatory Orientation to complete the Program admission process. The new resident faculty member in the UTP serves as their advisor for all EDU coursework and meeting teacher licensure requirements. Students in the secondary education program benefit from having two advisors because they already have a content area major advisor in the College of Arts and Sciences who serves to facilitate their completion of the academic major and requirements for graduation.

Appropriate Advisement to Teacher Candidates at Admission to the UTP

UTP Academic Advisor Taslima Khaled also coordinates the undergraduate admission process and ensures that candidates receive appropriate advising at admission. She conducts several Mandatory Orientation sessions for newly admitted candidates each semester ([see agenda](#), as well as [Fall 2010 flyer](#) and [Spring 2011 flyer](#)). These orientations at the end of the Program admission process also include a presentation from Field Experience Coordinator/Licensure Officer Victor Cole about the steps towards student teaching and completion of field experience requirements for the Program.

In its efforts to continuously improve as part of its assessment system, the Department began noting that advisees were either complaining about mixed messages or not getting important information until late in their course of study. Therefore, the Department began implementing these Mandatory Orientation sessions in 2007 to ensure that all candidates were receiving appropriate advising from the onset of their candidacy. As one anonymous student commented in the fall 2010 UTP student survey, “The orientation we had as we entered the program was one of the most helpful experiences I had. Thanks to it, I was able to maneuver my

way through much of the program....” Beginning in the Fall 2010 Orientations, if students had not yet received a copy of the [UTP Student Handbook](#) on CD that was distributed in classes, they were provided a copy. And, if they have not yet signed a statement that they have read and understand the [UTP Standards of Professional Conduct](#), they are asked to do so at the Orientation as well.

Advising of Post-Baccalaureate Students Applying for Admission. Graduate student advising is conducted by Post-Baccalaureate Program Coordinator, Dr. Manuel Barrera, who meets with prospective candidates seeking initial or additional licensure in one of four 5-12 fields. He assists them in getting admitted to the University through the Graduate Studies Office, and admitted to the UTP by explaining the purpose of and curriculum of the Program as well as the requirements, criteria, and process for admission.

A time-intensive and highly individualized aspect of initial advisement to post-baccalaureate students is reviewing their transcripts and other evidence of prior learning. This initial review facilitates student admission to the Program and gives students a sense of what courses they would need to complete in order to meet licensure standards.

A draft plan of study is developed during this advising and is reviewed by a second UTP faculty member with expertise in content area of the prospective student. In cases where there isn't a second UTP faculty member with content area expertise, an appropriate content area faculty member in the CAS is asked to review the proposed plan. In all cases, the proposed graduate student plan is reviewed by at least two faculty members. Once agreement on the plan is achieved, the proposed plan is signed by the Post-Baccalaureate Program Coordinator, the student, and the faculty member with expertise in the licensure area or the Department Chair. The signed plan constitutes the graduate student's contract of study toward completing teacher licensure requirements.

As admission requirements are completed, the prospective graduate teacher candidate is assigned a UTP faculty member with expertise in the student's content area. If the amount of content coursework needed warrants the candidate earning another undergraduate major/bachelor's degree, then the candidate will experience the dual advising system for undergraduates in which the candidate is assigned both a UTP faculty advisor for licensure and a faculty advisor in the College of Arts and Sciences to guide them in completing content area requirements for the major. Just as the UTP implemented Mandatory Orientation sessions for new undergraduate admitted students a few years ago to ensure that all candidates had complete and consistent information early in their candidacy, the Department also began mandatory orientation sessions in fall 2010 for new post-baccalaureate students admitted to the UTP. The Department recognized it is important for this rapidly growing student population to receive appropriate advising, even though they have

already earned a degree, because many of them spend less time in the UTP taking courses and they need the complete range of important information for program completion immediately upon admission to the Program.

Growth in post-baccalaureate admission has been dramatic over the past three years; in fact, candidates seeking a graduate-level path to licensure now represent approximately half of all candidates seeking 5-12 licensure. Additional help has been provided to address the increasing volume of prospective post-baccalaureate graduate students. Over the past few months, the UTP hired a community faculty member Elsa Leven to assist with this effort of providing initial counseling to prospective applicants who want to learn about the UTP as an option for gaining licensure and help them gain admission to the UTP and University. This role will be one of the main responsibilities of the newly hired academic counselor/database manager who is expected to start working in April 2011.

Appropriate Advisement beyond Admission through Program Completion

UTP Faculty Advising. When students are admitted to the Urban Teacher Program, they are assigned a resident faculty member in the UTP as their advisor through program completion. As described in the [UTP Student Handbook Section IV.A.](#), advisees are expected to meet or communicate with their advisors periodically throughout their matriculation. The [UTP Advising Log](#) lists the most common and expected topics of conversation for advising sessions. These topics include steps towards student teaching, registration for upcoming semesters, updating records of course completion and monitoring academic progress, developing the required electronic portfolio, creating an individualized student teaching plan, and sharing opportunities for professional growth. As teacher candidates get closer to student teaching and program completion, the advising relationship intensifies. A recent improvement made by the department in 2010 was the implementation of UTP [Progress Check #1](#) and [Progress Check #2](#) to provide more guidance, expectation and structure for what needs to happen in the advising process after program admission.

Student teachers also have observed the important role of UTP faculty in not only supervising their student teaching experience but in providing advisement and mentoring during that experience. Some faculty members supervise their own advisees and some supervise other teacher candidates. In either case, it is important to the success of UTP student teachers that they are working with familiar resident and community faculty members who know them and can provide appropriate professional advisement. Faculty are also involved in advising candidates regarding their efolios, and are often involved in [reviewing the efolios](#) during individual candidate presentations to meet Program completion requirements.

Group Advising. In addition to one-to-one faculty advising, the UTP periodically offers group advising sessions at a variety of times and locations (see just two examples of flyers from [Spring 2007](#) and [Fall 2010](#)). Group advising also occurs from time to time during UTP classes when questions arise about the Program or requirements expected of candidates.

Field Experience Advising. The UTP Field Experience Coordinator/Licensure Officer Victor Cole provides appropriate advisement to UTP students before, during and after student teaching when candidates are completing program requirements for licensure. He is the one UTP staff member who meets with all teacher candidates (all majors, both undergraduate and graduate) individually and in groups. He meets with all students in EDU 311 Urban Teaching Practicum and Seminar, EDU 450 Advanced Urban Teaching Practicum and Seminar, and all student teaching seminars. Up until spring semester 2011, he would also meet with each candidate individually at each stage of their program completion. Now, with more than 300 students admitted to the UTP and with the implementation of [Progress Check #1](#) and [Progress Check #2](#) as more structured frameworks for faculty-student advising, candidates are expected to meet with their faculty advisors instead of the Field Experience Coordinator. Any additional meetings with Victor Cole will focus on specific field experience, student teaching and licensure matters that should not be addressed by the candidate's advisor.

Additional Institutional Advising Support

The Student Affairs Division of the University enhances the academic mission of Metropolitan State University by complementing the educational experiences of students beyond the classroom, linking them to the greater university community, and providing opportunities for personal and professional development. Student Affairs provides a range of activities, out-of-class services and experiences, and personal guidance essential to the development of the social, cultural, intellectual, physical, professional and ethical dimensions of a diverse community of students. Descriptions of the following **Metropolitan State Student Success Support Services** are provided via the links below:

- [African American Student Services](#)
- [American Indian Student Services](#)
- [Asian/Asian American Student Services](#)
- [Chicano/Latino Student Services](#)
- [Disability Services Office](#)
- [English as a Second Language Support Services--Writing Center](#)
- [Gateway Student Services Center](#)
- [Gender and Sexuality Support Services](#)

- [Information Technology Services](#)
- [International Student Services](#)
- [Library and Information Media Services](#)
- [Math Center--Tutoring](#)
- [Student Counseling and Career Services](#)
- [TRIO and Power of YOU](#)
- [Women's Services](#)
- [Writing Center--Tutoring](#)
- [Veterans](#)

Quotes from Students

Selected quotes are offered below from students responding to the 2010 survey question: “How satisfied are you with the advising you have received?”

- ❖ *“Careful and respectful in all appointments.”*
- ❖ *“I think my advisor is very helpful.”*
- ❖ *“I personally get a [sic] quality advice from advisors.”*
- ❖ *“She makes sure she keeps it real!!!”*
- ❖ *“My advisor has been amazing. He is clearly on my side, but is always pushing me to do the possible work I can. Like I said above, I got a job because of an email from [Name], so I’m very pleased with the advising from the field experience coordinator as well.*
- ❖ *“I have felt supported and cared for by my adviser, and the department chair. They were very supportive when I was struggling to be placed for student teaching. I could call them and make up an appointment anytime to talk things through.”*
- ❖ *“Advisor has been willing to meet every time.”*
- ❖ *“My academic advisor has been very willing to work with me.”*
- ❖ *“My advisor meet [sic] with me as needed and was available when I had questions.”*
- ❖ *“My advisor has been great in helping me plan and get ready for student teaching.”*
- ❖ *“My current advisor is very efficient and helpful.”*

- ❖ *“I love my adviser and am so glad that I have taken the time to meet with her every semester to make sure that I am on track! She has answered every question I have asked, even if she didn't know the answer! [NAME] is an amazing professor and adviser!”*

While these positive comments from candidates affirm that the UTP provides appropriate advising to its teacher candidates, the Program is aware from other student feedback that advising is an area needing continual attention and opportunities for improvement. In the 2008 Student Survey revealed that 61% of respondents were either “Extremely Satisfied,” “Very Satisfied” or “Satisfied;” however, only 42% of 2010 respondents answered the question positively about their satisfaction with advising. This discrepancy caught the attention of the department. Thus, in response to the fall 2010 survey data, the UTP has focused on addressing concerns raised and improving advising during several meetings. A result of these discussions was the unanimous approval of the following four principle-based actions to improve faculty advising: “In response to feedback we have received from students and our commitment to meeting the Vision, Mission, and Guiding Principles of the Urban Teacher Program, **we all agree to be:**

1. **More mission-driven** and make extra efforts to proactively reach out to advisees of color to close our achievement gap.
2. **More responsive** and respond to voicemail and email within 48 hours on weekdays unless we are out of the office; then, we will let students know we are unavailable and when we will return.
3. **Clearer, more accurate and more consistent** in our understanding and guiding advisees appropriately according to established UTP requirements, policies and procedures in ways that are documented.
4. **More comprehensive** and ensure that we are monitoring the progress of all advisees according to Department checkpoints from conditional admission to program completion.”
(See full document as supporting evidence).

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E (2) The institution maintains specific criteria for admission and retention, and defined student appeals process.

Metropolitan State’s Specific Criteria for Admission

The institution has specific criteria and requirements for undergraduate admission to Metropolitan State as stated on the [undergraduate application](#), the [University website](#), and [Undergraduate Admissions Standards Policy #2000](#).

UTP's Specific Criteria for Admission

Specific criteria for the admission of undergraduate students to the Program are consistently detailed in the [UTP Guide to Admission](#), the [Program application for admission](#), the [UTP website](#), and the [UTP Student Handbook](#). A [rating sheet](#) has been developed and is being implemented to document the results of multiple assessments related to the criteria as follows:

- Demonstrate commitment to teaching in an urban context.
- Demonstrate understanding of and respect for diverse urban learners and their communities.
- Complete at least 40 hours of experience working with youth in an [urban setting](#).
- Demonstrate [professional conduct](#) for positive interactions with students and educators in an urban environment.
- Complete coursework required for admission with a C or higher and an overall GPA of 2.5 or higher (students with a 2.0-2.49 GPA may apply for conditional admission).

A [rubric is used for scoring the application essay](#), and a [scoring guide](#) is used for rating GPA's and the amount of urban field experience hours. The [instructor recommendation form](#) and [field experience recommendation form](#) also have specific criteria stated. Throughout the young history of the UTP, the Program has always admitted candidates who meet the admission criteria. However, growing enrollments have prompted the Department to consider the possibility of some day needing to limit the number of candidates who are admitted into certain majors so enrollments do not exceed staffing resources required to adequately serve students. Consequently, the [rating sheet](#) was recently developed to make such admissions decisions possible if ever needed in the future.

Post-baccalaureate students seeking UTP admission must meet the same criteria except have a minimum GPA of 2.75. These specific criteria for the admission of post-baccalaureate students seeking a Graduate Certificate in Urban Secondary Education Teacher Preparation (SEGC) are stated on the [University website](#), the [UTP's graduate admission application](#), the [Graduate Certificate Information Sheet](#), and in the [UTP Student Handbook](#).

The defined student appeals process is also stated in Policy #2000 as well as [Policy #300 Academic Appeal Procedure](#), the [University website](#), and the [UTP Student Handbook section XI](#).

Metropolitan State's Specific Criteria for Student Retention

Metropolitan State students are made aware of the university's specific criteria for retention through the [Metropolitan State University Student Handbook](#) to remain in satisfactory academic progress, students must meet the standards outlined in [Satisfactory Academic Progress Policy #2050](#) Section 7 on Academic Standing Procedure.

UTP's Specific Criteria for Student Retention

The [UTP Student Handbook section XI](#) also details specific policies and criteria for student retention once candidates are admitted to the UTP. These policies are listed below:

- [Course Policies: Attendance, Grading, Incompletes and Appeals](#)
- [Satisfactory Progress, and Remaining Admitted to the UTP and Appeals](#)
- [Licensure Recommendations and Appeals](#)

The defined student appeals process is stated also in [Policy #300 Academic Appeal Procedure](#), and the [University website](#).

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E (3) The institution maintains complete, accurate, and current records of candidates in teaching preparation programs.

Metropolitan State University and the Urban Teacher Program maintain complete, accurate, and current records of candidates. In general, files for all students in each program—graduate/undergraduate, early childhood, elementary, and secondary—are kept formally as hard copies in a dedicated records room at the UTP Department Office Suites (Midway Campus).

In the case of undergraduate students pursuing a bachelor's degree designed for a 5-12 teaching field, their major advisor in the College of Arts and Sciences maintains a separate file documenting the accomplishment of major and graduation requirements. These students' files begin in the College of Arts and Science where the candidates' majors are housed, and a duplicate file is sent to the Education department that includes a major checklist completed by the content area major advisors determining transfer equivalent courses in the academic major ([see dual advising/file management protocols](#)).

In the case of graduate students, the Graduate office facilitates part I of application process and receives the university graduate application as well as official transcripts. All application materials are forwarded to UTP for our filing. There are also various electronic records systems maintained by the University and UTP with complete, accurate, and current information about candidates. UTP met several times with the Graduate Studies Office to articulate and refine the application processing and admissions workflow. A similar process is about to take place for the newly approved special education graduate certificate and ESL graduate certificate.

Complete Files and Electronic Records

As a result of the move from Minneapolis to Midway campus and a formative assessment conducted of these standards for BoT institutional approval, the UTP had a prime opportunity to do an audit of its filing system which had last been done in 2006-7. The audit revealed that documents had been inconsistently placed in various sections of the physical file which made it difficult to efficiently determine if the files were complete. Consequently, a team of advisors, faculty and staff determined the optimal structure for an updated file to assure completeness. They created a large label that is affixed to the outside of all file folders; this [label outlines the contents of each of six sections](#). Now, all UTP central files of admitted students are consistently structured with the following sections:

- 1) Advising logs and communications
- 2) Current transcript
- 3) Documents monitoring progress
- 4) Documents related to program completion/candidate competence
- 5) Documents related to University admission
- 6) Documents related to UTP Admission

Sections 1, 2, 5, and 6 are the most consistently complete for all teacher candidates. The degree of completeness varies from teacher candidate to teacher candidate based on how long they have been admitted to the Program, and how much of the Program they have completed. For instance, files of newly admitted candidates do yet not include many of the documents reserved for sections 3 & 4 that candidates who are student teaching have in their files for the same sections.

A separate Field Experience file is created and maintained by the UTP Field Experience Coordinator once candidates complete [a Notification of Intent to Student Teach form](#). This comprehensive field experience file includes all documentation submitted pertaining to pre-student teaching experiences, application to student

teach, student teaching placement information, student teaching assessments, and program completion documentation. Once candidates have been recommended for licensure, then this Field Experience file is combined with the candidate's main academic file.

WebNow. When students apply for admission to the university, a complete electronic file is created by the Records Office in a platform called WebNow. UTP office administrative specialists then receive an email from the Transfer Evaluators notifying them of the newly admitted students for the College of Professional Studies ([see sample](#)) and College of Arts and Sciences ([see sample](#)). UTP administrative specialists then download and print the information including transcripts from previous institutions, and an initial Degree Audit that documents which courses have been accepted by the University for credit from transfer institutions and if they meet General Education/Liberal Studies ([GELS](#)) requirements.

Completeness of Degree Audit Record System (DARS). Approximately four years ago, MnSCU and the University initiated DARS so that students and advisors had a complete and up-to-date accounting of students' academic progress. A student and their advisor can [access](#) the student's [Degree Audit Report](#) with their university account and passwords from anywhere with an internet connection.

[Each report](#) lists college requirements for a specific program of study and helps students plan and monitor progress by:

- Identifying all the requirements needed to complete a specific program.
- Indicating courses that have already been completed, grades received and hours earned, both at Metropolitan State and in transfer and how they pertain to General Education and Liberal Studies (GELS) (including the Minnesota Transfer Curriculum (MnTC) and program requirements.
- Showing courses completed, grades received, and hours earned.
- Showing transfer courses that have been made equivalent towards the program.
- Recording exceptions that have been granted.
- Identifying what is still needed to complete a program, with a list of courses that will satisfy each requirement.

Completeness of Integrated Student Record System (ISRS). ISRS is a comprehensive database of complete student records having to do with university-level information such as official student contact information, coding, financial aid, registration, etc. It is a MnSCU database with a complex interface that requires secure

access rights and training. ISRS is most used by office administrative specialists, academic advisers, and student affairs staff in various units (e.g., Records & Registration, Financial Aid, etc).

Completeness of Report Launcher and Student Email Utility. Complete advisee lists, class lists, etc. are accessible from the University's Report Launcher when faculty and advisors log in to the NetDirect Portal. The Report Launcher and Student Email Utility use the data stored in ISRS to create user-friendly reports that aggregate students by advisor or class or major.

Completeness of the UTP Database. As University record keeping has evolved and become primarily electronic over the past several years, the UTP has invested considerable time and financial resources to develop and maintain a complete electronic record system for all candidates that includes information unique to the UTP and teacher preparation. During the last BoT Institutional Approval visit in 2004, the UTP kept electronic records of students in Word documents and Excel spreadsheets. In 2005, a student worker created a Microsoft Access database for student contact information, program admission status, and degree information. The database has evolved dramatically over the years, and is still in the process of development and continual upgrades. It is now much more comprehensive and complete to include additional fields and sections related to advising, field experience/student teaching, candidate competence (including student teaching performance assessments, efolio ratings, and exam scores), and program completion (including graduation, licensure, and employment). The UTP database is currently in the process of being upgraded to ensure technical stability and functionality for it to be available to multiple users at the same time. The ultimate goal is for UTP staff and faculty to have access to the complete breadth of information the database does and will contain.

Accurate Files and Electronic Records

UTP files accurately reflect the candidates' names, ID numbers, majors, and status as undergraduate or post-baccalaureate students. Information and documentation within the files is also accurate to the specific teacher candidate and their status in the Program. In the dual advising system for undergraduate secondary education candidates, UTP faculty advisors often check the accuracy of content area coursework completion by contacting the candidates' major advisors.

Electronic records systems detailed above are also accurate, but no record system is 100% accurate all the time for every student. Information in WebNow and ISRS is most accurate. For example, student contact information is accurate as long as the student keeps their own contact information updated in the system where it gets populated in ISRS. And, student demographic information is accurate so long as students

truthfully reported their race/ethnicity to the University. Metropolitan State has a Data Integrity Committee that looks at ways to improve and ensure accuracy of data in ISRS related to coding issues that impact aggregated data results.

Accuracy of the Degree Audit Record System (DARS). The Degree Audit Reports described above are used as one progress-monitoring tool for students and their advisors in concert with their transcripts and documentation of courses accepted for transfer by the Department. Their accuracy has improved more and more over the years as more and more courses at various institutions are identified as meeting the Minnesota Transfer Curriculum (MnTC) or articulated with various degree program requirements. When discrepancies exist on a DARS report for a student, it often reflects three most common scenarios.

First, a student was admitted to the university before DARS was in place. In this case, the advisor and student continue using documentations of transfer courses and other course information in the student's paper files. Second, a student might have taken a course at another institution while being an admitted student at the University. A student needs to submit a [transfer credit update request](#) in make sure the course is recorded in DARS. The student may also submit a [transfer credit appeal](#) if they question the accuracy of the assessment. Often times, such post-admission transfer coursework is only documented in the student's paper files. Third, some transfer courses accepted by the UTP may not be identified yet by DARS. In this case, the advisor and the department chair work with the CPS liason at the DARS office, Debbie Palm, to correct the discrepancy in two ways. It could be processed as an exception if the transfer situation is uncommon or will soon become invalid due to curriculum changes or as an officially articulated course with the transfer institution by submitting a [transfer course equivalency request form](#).

Accuracy of the UTP Database. One of the most significant aspects in the development the UTP database was the integration of ISRS and other University databases with the UTP database. The purpose of this integration was to ensure that the information in the UTP database was accurate and did not represent a "shadow" database which could reflect inaccuracies in spelling of names, addresses, ID numbers, etc. This complex and ongoing project began in 2007-8 with the hire of graduate assistants who worked with the Information Technology Department and Office of Institutional Research. Consequently, as long as a student record exists in the University database (confirmed with a unique student ID number), information such as spelling of names, postal or email address, phone numbers, names of advisors, etc. will automatically populate the UTP database with that same information that is accurate to what exists in the university database.

Because the UTP advises its students and maintains their advising files, the Department has accurate information about who is actually admitted to each major and licensure program. These program data are

maintained in the UTP database with some overlap of data in the University database. One example of overlap is the coding of students by major which has achieved high level of data integrity. A comparison of University data about student majors and UTP data about student majors/licensure areas yielded hundreds of discrepancies. The Department worked with the Registrar's Office to identify and correct these wrongly or uncoded majors over the past three years.

Current Files and Electronic Records

Transcripts. UTP office staff prints a current transcript for each admitted candidate each semester and put it in their file.

Advising Logs. When advisors meet with their advisees, an [advising log](#) is usually used to document the meeting. Letters and some email communications are also included in files to reflect current and continuing contact with advisees.

Course Completion Worksheets. When advisors and advisees meet, they often do a formative assessment of coursework completed and coursework remaining, and they update the information in the student's file. A current transcript and Degree Audit Report are used to update these worksheets. For grades 5-12 licensure candidates, a copy of an updated major checklist from the major advisor is also often sought to ensure a most updated and accurate worksheet.

UTP Database. Because the UTP database is still in development, all data fields created for the database have yet to be completely populated. The Department is in process of continually entering data from students' paper files and ensuring it is both accurate and up-to-date.

Coordinated Filing of Graduate Students

The UTP maintains hard-copy student records housed within the Department. However, because initial entry into the graduate program begins with entry as a graduate student to the University, each student's initial records—bachelor's and previous graduate transcripts, relevant international evaluation transcripts, and original graduate admission application—are filed and maintained in the Office of Graduate Studies where initial evaluation of graduate status and conditional admission to the program (based on that status and GPA requirements) are conducted. Those official records are recorded into the University records system, electronically filed into a shared network drive, and hard copies of records are sent for Departmental record-keeping in the UTP offices. This records coordination was developed in collaboration with the Office of Graduate Studies in 2008 and records maintained in the Department previous to that time were retroactively

shared between the UTP and graduate office to reconcile common record-keeping. This relatively new process is constantly reviewed and evaluated to address inevitable issues that arise. Over the past two years the UTP has met several times with the Graduate Studies Office to articulate and refine the application processing and admissions workflow. A similar process is about to take place for the newly approved special education graduate certificate and ESL graduate certificate. Some issues that have been identified include the following:

- Coding of graduate student status to ensure facility in admission and initial registration into courses based on the [UTP Admission Process for Post-Baccalaureate students](#).
- Integrated Student Records System (ISRS) coding of UTP graduate students in secondary education (previously, the system only recognized secondary education undergraduate majors)—process determined and currently transitional stages for full implementation
- Identifying and supporting Post-Baccalaureate teacher candidates in elementary and early childhood education—currently under construction and consideration: existing students are entered as undergraduate students seeking a “second bachelor’s” degree.

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E (4) The institution uses authentic performance-based assessments and systematic procedures and timelines to determine whether candidates have the knowledge and skills needed to advance through the program.

The Urban Teacher Program uses a variety of authentic performance-based assessments and systematic procedures and timelines to determine whether teacher candidates have the knowledge and skills needed to advance through the Program. Assessment of knowledge, skills, and content-specific performance assessment are integrated into required coursework, pre-student teaching clinical field experiences, and student teaching.

Use of Authentic Performance-Based Assessments

Authentic performance-based assessments of teacher candidates include coursework completion and completion of urban field experiences at various stages of the Program. All EDU coursework in each licensure program includes authentic and performance-based assessments to meet required BoT standards and the needs of prospective urban educators ([see hyperlinked list of PEPER and RIPA Form 1D grids for evidence in section F\(1\)](#) for evidence). Candidates are not simply passive recipients of knowledge from their instructors; they are expected to meet licensure standards by completing assignments that demonstrate not only what they know but what they can do. Urban field experiences are usually connected to coursework so candidates experience and reflect upon the integration of theory, knowledge, and practice. A summary of the authentic,

performance-based assessments throughout the UTP for each licensure program is presented in the table on the next page.

Documentation of, and reflection upon, pre-student teaching urban field experiences is aggregated and assessed in [EDU 311 Urban Teaching Practicum and Seminar](#) and [EDU 450 Advanced Urban Teaching Practicum and Seminar](#). Successful completion of EDU 311 is a pre-requisite for EDU 450, and successful completion of EDU 450 is required for admission into student teaching. Other courses in each licensure program (i.e., methods for earlier ages or general methods) are pre-requisites for advanced coursework in content methods. Three [lessons](#) are observed in the advanced practicum EDU 450 and an [overall assessment](#) is completed that identifies whether or not the cooperating school teacher thinks the candidate should advance to student teaching.

Summary of Authentic, Performance-Based Assessments in the UTP with Systematic Checkpoints for Determining Whether Candidates Should Advance

Urban Early Childhood Education Candidate	Urban Elementary Education Candidate	Urban Secondary Education Candidate
<p>Pre-requisites for UTP admission include the following authentic, performance-based assessments:</p> <ul style="list-style-type: none"> ✓ Successful completion of EDU 200 and EDU 203 or EDU 600 with a C or better ✓ Successful completion of at least 8 credits in the content area required for licensure not in EDU ✓ Successful completion of written and oral communication General Education requirements for graduation (undergraduates only) ✓ Successful completion of an approved Ethnic Studies (ETHN) course ✓ Instructor Recommendation ✓ Field Experience Recommendation based on at least some of the minimum 40 hours of urban experiences required to gain admission ✓ Cumulative GPA 2.5 or better (undergraduates) or at least 2.75 (post-baccalaureates) 		
Admission to UTP		
<ul style="list-style-type: none"> ✓ Courses that are pre-requisites for advanced coursework: ✓ EDU 321 and EDU 323/311 	<ul style="list-style-type: none"> ✓ Courses that are pre-requisites for advanced coursework: ✓ EDU 323/311, EDU 330 and ✓ EDU 333 are pre-requisites for Methods Cluster 5; ✓ EDU 481 and EDU 483 are pre-requisites for Methods Cluster 6 	<ul style="list-style-type: none"> ✓ Courses that are pre-requisites for advanced coursework: ✓ EDU 306/311 <u>or</u> EDU 606/311
Continued Candidacy		
<ul style="list-style-type: none"> ✓ *Successful completion of all courses with at least a C. ✓ Successful completion of EDU 450 Advanced Urban Teaching Practicum and Seminar which includes teaching at least 3 lessons and an overall evaluation 	<ul style="list-style-type: none"> ✓ *Successful completion of all courses with at least a C. ✓ Successful completion of EDU 450 Advanced Urban Teaching Practicum and Seminar which includes teaching at least 3 lessons and an overall evaluation 	<ul style="list-style-type: none"> ✓ *Successful completion of all courses with at least a C for undergraduates and a B- for graduates. ✓ Successful completion of EDU 450 Advanced Urban Teaching Practicum and Seminar which includes teaching at least 3 lessons and an overall evaluation
<p>* With advisor approval, a student could take a content method class during student teaching</p> <ul style="list-style-type: none"> ✓ Application for Student Teaching and Progress Check #2: Assessing Readiness for Student Teaching 		
Continued Candidacy as Student Teacher		
<p>Authentic Performance-Based Assessments During or After Student Teaching:</p> <ul style="list-style-type: none"> ✓ Total of at 10 lessons observed and two satisfactory overall evaluations conducted by cooperating teacher and university supervisor over a period of 12-15 weeks in an urban school. ✓ Presentation of standards-based eFolio ✓ Passing scores on all exams required for licensure 		
Licensure Recommendation		
Early Childhood licensure	Elementary Education licensure	Content licensure Grades 5-12

Use of Systematic Procedures and Timelines

UTP [policies](#) as stated in the [UTP Student Handbook](#) require students to earn at least a C (and a cumulative GPA 2.5 for undergraduates or 2.75 for graduates) in each required Education course and most courses are either pre-requisites for other courses or have pre-requisites. Hence, satisfactory performance in earlier course work is required for participation in later course work. Such a process of matriculation embeds a systematic form of performance assessment as shown in the table above.

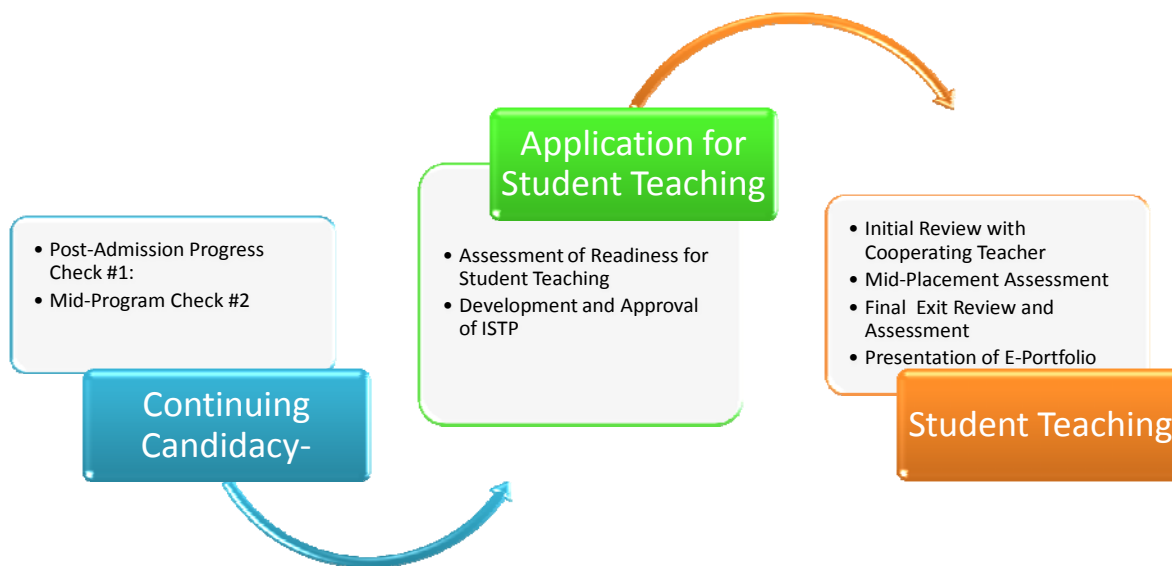
For example, if a teacher candidate does not satisfactorily complete performance-based requirements in a pre-professional course (e.g., [EDU 200 Introduction to Urban Education](#) and [EDU 203: Multicultural Education](#) or [EDU 600: Principles of Urban Education](#) for graduate students), she or he will need to repeat the course in order to be admitted to the Urban Teacher Program. Similarly, [EDU 323 Urban PreK-K Curriculum and Methods](#) is a pre-requisite for [EDU 481 Urban Primary Grades Curriculum and Methods](#) for early childhood and elementary candidates. Or, secondary candidates must successfully complete [EDU 306 / EDU 606](#) before taking an advanced content methods course in the content area (LAED, MAED, SCED or SSED). As stated above and shown in the Table above, all candidates must successfully complete their initial practicum (EDU 311) as a pre-requisite for their advanced practicum (EDU 450). Successfully completing the performance-based assessments embedded in these general and advanced methods and practicum courses is required for teacher candidates to enroll in their student teaching experience. Pre-requisites are listed on program fact sheets, in the catalogue, and in course syllabi. Checkpoints towards student teaching are stated in each of the following field experience advising documents located in the UTP Student Handbook.

- [Urban Early Childhood Education courses and required field experiences](#) (see pg 3)
- [Urban Elementary Education courses and required field experiences](#) (see pg 3)
- [Urban Secondary Education 5-12 Program courses and required field experiences](#) (see pg 3)

When candidates' knowledge and skills are assessed at these strategic transitional check points is also depicted in the figure "Retention and Continuation for UTP Teacher Candidates" below. As described earlier, [Progress Check #2: Assessing Readiness for Student Teaching](#) is a systematic procedure recently developed that is intended to occur at least two semesters before student teaching or during EDU 450 at the latest. This progress check provides a systematic framework for the advisor and advisee to assess together various performance-based criteria for acceptance into student teaching as well as requirements for graduation and licensure recommendations.

In cases where academic or professional progress is evaluated to be unsatisfactory for continuation, the advisor develops a professional development plan (PDP) with the teacher candidate. The PDP documents specific criteria and expectations for the teacher candidate along with clear timeline for meeting agreed-upon standards for continuation.

Retention and Continuation For UTP Teacher Candidates: Post-Admission => Student Teaching



Applying for Student Teaching. As described in the advising document [5 Steps Towards Student Teaching](#) and in the [UTP Student Handbook](#), all candidates are expected to complete a [Notification of Intent to Student Teach form](#) at least two semesters before they intend to student teach. A few years ago, the UTP decided to ensure the systematic completion of this form by making it part of the Mandatory Orientation for candidates newly admitted to the Program. Because many of the UTP students' timelines for completing the program change, they simply complete a new form if their intended student teaching semester changes.

The [5 Steps Towards Student Teaching](#) document also states the deadlines for applying to student teach: September 1 for spring semester placements, and February 1 for fall semester placements. Besides meeting the student teaching admission requirements and criteria specified in [Progress Check #2: Assessing Readiness for Student Teaching](#), all teacher candidates are required to complete an [Individualized Student Teaching Plan](#)

(ISTP) as well as submit an application essay, resume and documentation of pre-student teaching urban field experiences. At this point, the advisor coordinates with the Field Experience Coordinator to work with the student on his/her readiness to student teach and the application to student teaching (especially the ISTP). The Field Experience Coordinator works with the teacher candidate to review the application and discuss the placement request.

Student Teaching. The [UTP Student Teaching Handbook](#) describes the systematic procedures and suggested timelines used during student teaching to have 3 triad meetings involving the student teacher, cooperating school teacher and university supervisor. It also describes the procedures for lesson observations and overall assessments as authentic, performance-based assessments of candidate knowledge and skills based on the MN Standards of Effective Practice. Candidates are not allowed to complete the Program and be recommended for licensure without successfully completing their student teaching experience as assessed by their cooperating school teacher and university supervisor. Systematic procedures are also outlined in the Student Teaching Handbook for situations if a candidate does not meet performance expectations.

Applying for Licensure. Near the end of the student teaching experience, teacher candidates participate in a student teacher seminar to review and clarify the procedures for licensure applications. In order to be recommended for licensure by the Urban Teacher Program, teacher candidates must have met the following authentic, performance-based assessments (See pg 6 of UTP [Guide to Graduation, Program Completion, and Licensure](#) for a complete checklist of all requirements):

- ✓ satisfactorily completed a bachelor's degree (for undergraduate students),
- ✓ satisfactorily completed 12-15 weeks of student teaching (if seeking initial licensure), and
- ✓ presented a satisfactory electronic portfolio of evidence meeting the UTP mission and Standards of Effective Practice

All candidates for licensure must meet with the Licensure Officer, Victor Cole, to receive their recommendation for licensure if they have met all UTP-required authentic, performance-based assessments, as well as other assessments mandated by the state for licensure. The UTP will soon be developing protocols and systems for incorporating the Teacher Performance Assessment (TPA) into its curriculum and the requirements for licensure recommendations once more direction about this state requirement is provided by the Board of Teaching.

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E (5) Criteria consistent with part 8710.2000 are used to determine candidate progress through each program.

Criteria consistent with the Minnesota Standards of Effective Practice for Beginning Teachers in part 8710.2000 are used in courses throughout the UTP and candidates are required to pass these courses by completing assessments aligned with the standards. Candidates are made aware of standards alignment in the course syllabi. As described above in section E(4), candidates must complete certain courses before they advance to taking certain other courses. They also have access in the [UTP Student Handbook: Section XII](#) to the comprehensive alignment of courses with standards in the grids submitted by the UTP in 2007 for Professional Education Program Evaluation Reports (PEPER I) and in 2010 as amended PEPERs for new Reading and Technology Standards in each licensure area. Assessment instruments using criteria based on the Standards of Effective Practice are described and linked below in the following sections describing EDU 450, Student Teaching, and Electronic Portfolios. These assessment instruments are the same used in each licensure program to determine whether candidates should progress towards program completion and a licensure recommendation.

EDU 450 Advanced Urban Teaching Practicum and Seminar. As was also described above in section E(4), some key points used to determine candidate progress through the UTP include teaching at least three lessons during an advanced practicum EDU 450 prior to student teaching. The host teacher for the practicum is asked to give standards-based feedback using the [Pre-Student Teaching Lesson Observation Form](#) and [Overall Assessment form](#). Satisfactorily completing EDU 450 is a prerequisite for being accepted into the student teaching experience.

Student Teaching. The UTP Student Teaching experience is assessed using standards-based observation and evaluation tools for determining teacher candidate's knowledge and skills. The [lesson observation form](#) is a formative assessment that is used five times by the cooperating teacher and five times by the university supervisor. The [Overall Performance Assessment of Student Teaching form](#) is used as a summative assessment tool by both the cooperating teacher and university supervisor; it is the basis determining whether or not a candidate has passed student teaching and completed the program.

UTP Electronic Portfolio. Teacher candidates are expected to present a standards-based electronic portfolio as part of the Program's requirements for earning a recommendation for licensure. Efolios must provide evidence of meeting each of the ten broad Standards of Effective Practice, and a [standards-based rubric](#) is used to assess by reviewers.

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E (6) The institution requires that candidates successfully complete all Board of Teaching licensure assessments before recommending a candidate for teacher licensure.

The Urban Teacher Program requires candidates to pass all exams required by the Board of Teaching for licensure in Minnesota as stated in the UTP [Guide to Graduation, Program Completion, and Licensure](#) and various sections of the [UTP Student Handbook](#). A one-page [Guide to Exams Required for Licensure](#) had been available to students as an advising document when Praxis exams were required by the state. Since September 2010, information on the new requirements for the [Minnesota Teacher Licensure Exam \(MTLE\)](#) is now similarly available in the [UTP Student Handbook](#). A longer and more detailed [MTLE Comprehensive Information Packet](#) was recently created by Licensure Officer Victor Cole who is sharing it “early and often” in practicum seminars EDU 311 and EDU 450 as well as student teaching seminars so all teacher candidates understand the new requirements.

- [See a list of candidates recommended for licensure between 2007-2010 and evidence they passed required exams](#)

(Note: The spreadsheet contains many fields and columns so reviewers will need to scroll right to see all exams evidence or down to see all of the licensed candidates on the list.)

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E (7) Publications and faculty advising provide candidates with clear information about institutional policies and requirements needed to complete professional education programs, the availability of social and psychological counseling services, and job opportunities.

Considerable time and effort over the years has been spent creating and updating information sheets, advising documents, and the Program’s website to ensure that candidates have clear information they need to complete their licensure program. These several dozen various documents have been collated and are available to candidates and advisers electronically on CD and on the [internet](#) via hyperlinks in a clear, organized table of contents called the [UTP Student Handbook](#)¹. The handbook was first published in the spring of 2008 on the Program’s website but then a subsequent university overhaul of the entire Metropolitan State

¹ Note: The UTP has found that it has been much more efficient (time and cost) to update an electronic student handbook made up of separate advising documents. Hard copies of included materials and the overall handbook are, of course, also available if requested.

website ruined many of the links and the handbook became inaccessible to students as a compilation of advising documents. They still could receive printed copies by visiting the department office, by postal mail, in class, or even request electronic copies of certain documents via email attachment.

In the summer of 2010 as the UTP moved its offices from the Minneapolis to Midway campus, dozens of documents needed to be updated simply because of the change in address and phone. This change was used as an opportunity to review the documents for clarity, make other more substantive revisions, and re-publish the student handbook in electronic form. The handbook was then published and distributed in the fall of 2010 and has become the “one-stop shop” for important, clear information about program and university policies and requirements that candidates need to know for completing their licensure programs.

Reviewers of this report will note in *Handbook* that students are provided with links to the many social, cultural, academic, psychological and career counseling services available to them at Metropolitan State University. Furthermore, [Section IX](#) Graduation-Program Completion-Licensure-Employment of the *Handbook* includes a hyperlink to information about the annual [Education Job Fair](#) held in April at the Minneapolis Convention Center. Finally, the UTP Field Experience Coordinator/Licensure Officer and faculty members provide various teacher candidates with information about job opportunities as they become known via email.

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Subpart 5 F. FOR COMPETENCE OF CANDIDATES

F(1)	The unit provides evidence that licensure candidates demonstrate the skills and knowledge required under part 8710.2000.
F(2)	The unit demonstrates a systematic and comprehensive assessment design that is applied to all candidates throughout professional preparation.
F(3)	The unit establishes and publishes a set of criteria and outcomes for exit from each professional education program consistent with the standards of the Board of Teaching.
F(4)	The program's stated exit criteria and outcomes are assessed through the use of multiple sources of data, for example a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.
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F (1) The unit provides evidence that licensure candidates demonstrate the skills and knowledge required under part 8710.2000.

Evidence that candidates in the Urban Teacher Program at Metropolitan State University demonstrate the skills and knowledge required in the MN Standards of Effective Practice (SEP's) for Beginning Teachers (part 8710.2000) is organized in four areas below:

- Approved PEPER and RIPA grids
- UTP candidate Grade Point Average (GPA) in EDU courses
- Advanced practicum and student teaching performance assessments
- Results from licensure exams

Approved PEPER and RIPA grids. Teacher candidates are required to complete dozens of courses in each licensure program designed to meet the skills and knowledge required in the MN Standards of Effective Practice (SEP's) for Beginning Teachers (part 8710.2000). The tables and links below demonstrate the alignment of UTP coursework to the SEPs. Further evidence is available as candidate work samples from various standards-based assignments located in the Exhibit Room.

- Board of Teaching Approved Early Childhood Education Program:
 - [2007 PEPER Grid Form 1D](#)
- Board of Teaching Approved Elementary Education Program:
 - [2008 RIPA Grid Form 1D Stds 2 to 4](#)
 - [2008 RIPA Grid Form 1D Stds 5 to 7](#)
 - [2008 RIPA Grid Form 1D Stds 8 to 10](#)
- Board of Teaching Approved 5-12 Programs:
 - [2007 PEPER Grid Form 1D](#)
- 2010 Board of Teaching Approved K-12 SEP for Technology Standards that Apply to the All Programs.
 - [2010 PEPER Grid Form 1D](#)

UTP candidate Grade Point Average (GPA) in EDU courses. Teacher candidates are required to complete dozens of course-based assessments in each licensure program designed to meet the 120⁺ competencies stated in part 8710.2000. If they do not complete these assessments, they do not satisfactorily complete the courses and do not matriculate through the Program. Average GPA's in EDU courses¹ aligned with the standards for program completers in each licensure area are provided in the table below. (Note: an A- average is equal to 3.67 on a 4.0 grading scale)

Licensure Area	Avg GPA	Licensure Area	Avg GPA
Early Childhood Education	3.66	Life Sciences	3.71
Elementary Education	3.63	Mathematics	3.60
Communication Arts & Lit	3.70	Social Studies	3.68

Advanced practicum and student teaching performance assessments. There are also three important matriculation points where evidence is collected that UTP teacher candidates demonstrate required standards-based skills and knowledge in their field and level:

(1) EDU 450 Advanced Urban Teacher Practicum

[Three lessons](#) are observed and an [overall assessment](#) is completed by the cooperating teacher using assessment instruments aligned with the standards.

¹ Note: These GPA's are based on a traditional 4.0 scale and do not include grades earned in General Education/Liberal Studies courses, electives, or content courses outside of the UTP required for the major; they only include grades in EDU Dept courses.

(2) Student Teaching

Ten total lessons are observed and overall assessments are completed by the cooperating teacher and the university supervisor (5 lessons each) using assessment instruments aligned with the standards. The triad team of teacher candidate, cooperating teacher and university supervisor also meets for a midterm review of the candidate's progress towards achieving standards-based competence. Particularly for those candidates who are struggling, the team develops a plan for professional development to directly address any area of concern regarding the candidate's progress.

(3) Program Completion--Standards-based electronic Portfolio

Teacher candidates develop an electronic portfolio that is expected to provide demonstrated evidence from coursework and fieldwork aligned with the ten SEP's. They arrange to present their eFolio to others and the reviewers complete a standards-based rubric to provide feedback about the evidence. Reviewers have included university student teaching supervisors, cooperating school teachers, other candidates, advisors, other faculty, and the Field Experience Coordinator/Licensure Officer.

The table below provides samples of these completed standards-based assessment instruments for candidates in the various licensure programs.

Early Childhood Candidate Samples	Elementary Candidate Samples	Secondary Candidate Samples
EDU 450 Lesson not available because course is a new ECE requirement	EDU 450 Lesson Observed	EDU 450 Lesson Observed
EDU 450 Overall Assessment not available because course is a new ECE requirement	EDU 450 Overall Assessment	EDU 450 Overall Assessment
Student Teaching Lesson Observed (cooperating teacher)	Student Teaching Lesson Observed (cooperating teacher)	Student Teaching Lesson Observed (cooperating teacher)
Student Teaching Lesson Observed (university supervisor)	Student Teaching Lesson Observed (university supervisor)	Student Teaching Lesson Observed (university supervisor)
Student Teaching Overall Assessment (cooperating teacher)	Student Teaching Overall Assessment (cooperating teacher)	Student Teaching Overall Assessment (cooperating teacher)
Student Teaching Overall Assessment (university supervisor)	Student Teaching Overall Assessment (university supervisor)	Student Teaching Overall Assessment (university supervisor)
Links to eFolios	Links to eFolios	Links to eFolios
Electronic Portfolio Review Electronic Portfolio Review	Electronic Portfolio Review Electronic Portfolio Review	Electronic Portfolio Review Electronic Portfolio Review

Results from Licensure Exams. Teacher candidates have knowledge related to the Standards of Effective Practice evidenced by their results on the Praxis II: Principles of Learning and Teaching (PLT)

exams for their respective licensure areas. A summary of preliminary results on the MTLE Pedagogy exams taken in the first four months since they were required (September 2010-January 2011) are also provided below for each level of licensure.

Type of Principles of Learning & Teaching (PLT) or MTLE Pedagogy Exam Required for Licensure Area	# of Praxis II: PLT Exams Taken	PLT Pass Rate	# of MTLE Exams Taken	MTLE Pass Rate
Early Childhood Education	28	93%	0	0
Elementary Education	10	80%	2	100%
Secondary Education (Grades 5-12)	64	89%	10	90%

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F (2) The unit demonstrates a systematic and comprehensive assessment design that is applied to all candidates throughout professional preparation.

The Metropolitan State Urban Teacher Program (UTP) uses a systematic and comprehensive assessment design in support of teacher candidates and their professional preparation. Our design is fundamentally based on the [vision, mission, and guiding principles](#) of the UTP and standards for licensure in Minnesota. The assessment system is designed to collect and aggregate performance data on teacher candidates in all programs throughout their professional preparation. As described in section [A\(3\)](#), these data are used to inform the continuous program improvement of the UTP as it prepares diverse new teachers for improving the education of diverse urban students.

Checkpoints. Metropolitan State University’s systematic and comprehensive assessment design assures that all teacher candidates seeking licensure have attained the content, pedagogical and professional standards for licensure through multiple measures at the following checkpoints:

- ✓ [Admission to Program](#)
- ✓ [Continuing Candidacy](#)
 - [Progress Check #1](#)
immediately following program admission (with faculty advisor)
 - [Progress Check #2](#)
at the midpoint of the student’s progress in completing professional education courses (with faculty advisor)

- *Applying for Student Teaching*
final review of Progress Check #2: Assessment of Readiness for Student Teaching
(with faculty advisor and UTP Field Experience Coordinator)
- ✓ *Student Teaching*
Lesson observations and overall assessments by University Supervisor and Cooperating Teacher with UTP Field Experience Coordinator conducting student teaching seminars
- ✓ *Graduation, Program Completion & Licensure Recommendation*
graduation audit, eFolio presentation/review, verification of exit criteria including exams passed (graduation with advisor, licensure with UTP Field Experience Coordinator/ Licensure Officer)
- ✓ *Employment (first 1-3 years)*

In addition to the assessment system described in section A(3) of this Report, the following documents linked below relate to the checkpoints listed above; these documents further represent the systematic and comprehensive assessment design that is applied to all teacher candidates throughout professional preparation in the UTP. These documents add to the description of the UTP assessment system and they assist the Department in reviewing teacher candidate progress and program effectiveness.

- [UTP Assessment System Central Questions at Transitional Checkpoints of Candidate Performance](#)
- [UTP Checkpoints and Opportunities for Aggregated Data Points when Assessing Candidate Competence and Program Effectiveness](#)
- [Field Experience Checkpoints to Student Teaching for Early Childhood Licensure](#)
(see pg 3 of Advising Document)
- [Field Experience Checkpoints to Student Teaching for Elementary Education](#)
(see pg 3 of Advising Document)
- [Field Experience Checkpoints to Student Teaching for 5-12 Licensure](#)
(see pg 3 of Advising Document)
- [Annual timeline for collecting, aggregating and reporting candidate performance data to inform continuous program improvement](#) (a combination of reality and ideal goals)

The following are some examples over the years of aggregated data demonstrating candidate competence at select checkpoints of student progress from admission to program completion and performance during employment. Aggregating and disaggregating these data would not be possible, meaningful, nor impactful without the assessment system the UTP has developed over the past several years as described above and in section A(3). The discussions resulting from reviews of such

data help the Department make decisions and take actions to achieve the UTP Vision, Mission and Guiding Principles.

UTP Admissions--Samples of Aggregated and Disaggregated Data

- [Percentages of All Students by Ethnicity Who Have Earned Admission](#) (as of January 2011)
- [Percent-Number Students by Race with Teaching Majors in University Database](#) (Jan 2011)
- [Percentages of Students of Color by Major](#) (Aug2010-Jan2011)
- [Admission Totals & Average Scores](#) (2002-07)
- [Admission Assessment—Students with Conditions](#) (2002-2007)

UTP Continuing Candidacy & Student Teaching--Samples of Aggregated and Disaggregated Data

- [Student Progress since Admission](#) (2002-07)
- [Admitted Undergraduates' Cumulative GPA](#) (sorted to monitor satisfactory progress, January 2011)
- [Admitted Students Praxis Results](#) (as of April 2007)

UTP Candidate Competence--Samples of Aggregated and Disaggregated Data

- [Candidate Competence—Content Knowledge](#) (as of January 2011)
(GPA's in content major coursework and Content Exam Results for program completers in Early Childhood Education, Elementary Education, Communication Arts & Literature, Life Science/General Science, Mathematics, and Social Studies)
- [Candidate Competence—Content Knowledge](#) (as of fall 2006)
(as of fall 2006 for program completers in Early Childhood Education, Communication Arts & Literature, Life Science/General Science, Mathematics, and Social Studies)
- [Candidate Competence—Pedagogy & Standards of Effective Practice](#) (as of January 2011)
(GPA's in EDU coursework and Exam Results for ECE, ELED & 5-12 program completers)
- [Candidate Competence—Pedagogy & Standards of Effective Practice](#) (as of fall 2006)
(for ECE & 5-12 program completers)
- [Praxis Summary Results for Program Completers](#) including pass rates by race (2003-2010)
- [MN Teacher Licensing Exam \(MTLE\) Results](#) (Sept 2010-Jan 2011)
- [Alumni & Employer Survey Results re: Proficiency with Standards of Effective Practice](#) (Spring 2007)
- [Alumni Survey Results re: Proficiency with Standards of Effective Practice](#) (Fall 2010)

UTP Graduates and Program Completers--Samples of Aggregated and Disaggregated Data

- [Student Teaching Admission and Enrollments](#) (as of spring 2011)
- [UTP Program Completers by Major and Ethnicity](#)
(as of January 2011—Candidates who completed student teaching and graduated)
- [Annual Totals of UTP Graduates with Education or Teaching Majors](#) (as of 2010)

- [UTP Graduates by Ethnicity](#) (as of January 2011)
- [Licensed Candidates and Teaching Employment by Race](#) (as of February 2011)
- [Where UTP Alumni Are Employed](#) (based on MN Dept of Education records January 2011)

UTP Mission

- [Summary of Data Related to Mission-Driven Outcomes put into Context](#)

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F (3) The unit establishes and publishes a set of criteria and outcomes for exit from each professional education program consistent with the standards of the Board of Teaching.

The Urban Teacher Program establishes and publishes a set of criteria and exit outcomes, consistent with the standards of the Board of Teaching, in order for teacher candidates seeking UTP recommendations for state licensure. Exit criteria for licensure include:

- Earn a Bachelor's degree
- Satisfactorily complete all coursework required for licensure, including courses outside of the Education department with a grade of C- or better and all EDU courses with grades of at least a C or better
- Earn cumulative GPA 2.5 or higher for undergraduates, or at least 2.75 for graduate students
- Demonstrate "Proficient" level of Overall Performance assessed at the end of 12-15 weeks of Student Teaching based on observed performance of a total of at least 10 lessons by the cooperating teacher and university supervisor
- Complete and present an electronic portfolio to other members of the Program which can include university supervisor, cooperating teachers, faculty, advisor, peers, Field Experience Coordinator
- Pass the following categories exams required for each particular licensure field in Minnesota:
 - Basic Skills in Reading, Writing, and Mathematics
 - Content area of licensure
 - Pedagogy for level of licensure

This information is published and available to all teacher candidates in the UTP [Guide toward Graduation, Program Completion and Licensure](#) and other parts of [section IX of the UTP Student Handbook](#), and it is provided in print version to teacher candidates during practicum and student teaching seminar meetings.

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F(4) The program’s stated exit criteria and outcomes are assessed through the use of multiple sources of data, for example a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.

The Urban Teacher Program’s stated exit criteria and outcomes are assessed through the following sources of data listed in the table below:

Sources of Data Used to Assess Exit Criteria	Published Exit Criteria
Transcript	Earned Bachelor’s degree
Transcript	Satisfactorily completed all coursework required for licensure, including courses outside of the Education department with a grade of C- or better and all EDU courses with grades of at least a C or better
Transcript	Earned cumulative GPA 2.5 or higher for undergraduates, or at least 2.75 for graduate students
Overall Performance of Student Teaching form based on lesson observation forms	Demonstrated “Proficient” level of Overall Performance assessed at the end of 12-15 weeks of Student Teaching based on observed performance of a total of at least 10 lessons by the cooperating teacher and university supervisor (5 each)
Rubric for Portfolio Review form	Completed and presented an electronic portfolio to other members of the Program which can include university supervisor, cooperating teachers, faculty, advisor, peers, Field Experience Coordinator
Published results from testing companies ETS and Pearson	Passed the following categories exams required for each particular licensure field in Minnesota: <ul style="list-style-type: none"> ▪ Basic Skills in Reading, Writing, and Mathematics ▪ Content area of licensure ▪ Pedagogy for level of licensure
Teacher Performance Assessment (TPA)	To be developed in collaboration with direction from Board of Teaching and MACTE. TPA’s will be designed to incorporate student’s electronic portfolios, interviews, videotaped and observed performance in schools.

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Subpart 5 G. FOR THE QUALIFICATIONS, COMPOSITION, AND ASSIGNMENT OF THE PROFESSIONAL EDUCATION FACULTY

G(1)	The unit ensures that all education faculty are qualified by academic preparation for the faculty member’s current assignments and are actively engaged in the professional community.
G(2)	The unit assigns faculty qualified by academic preparation to support the teacher licensure programs.
G(3)	The unit actively recruits and has plans, policies, and practices for hiring diverse faculty.
G(4)	The workload allows the faculty to be involved in teaching, scholarship, service, and schools in monitoring, assessing, and advising candidate in progress.
G(5)	The unit ensures that faculty who supervise field experiences are academically prepared and professionally experienced in a school setting.
G(6)	Any part-time and adjunct faculty and graduate students in teaching roles provide integrity, quality, and continuity of teacher preparation programs.
G(7)	Faculty and teaching in the unit are of high quality reflecting current research and best practice consistent with the curriculum goals of the program.
G(8)	Faculty and cooperating school personnel model and reflect the best practice in the delivery of instruction.
G(9)	Faculty uses a variety of instructional strategies that reflect an understanding of different models and approaches to learning.
G(10)	Instruction encourages the candidate’s development of reflection, critical thinking, problem solving, and professional dispositions.
G(11)	Teaching in the unit reflects knowledge and experiences with diversity and exceptionalities.
G(12)	The institution systematically evaluated the effect of faculty on candidate’s performance and fosters faculty professional development.
G(13)	The unit’s faculty demonstrates knowledge, skills, and dispositions which model best professional practices, assessment, and scholarship

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G (1)—The unit ensures that all education faculty members are qualified by academic preparation for the faculty member’s current assignments and are actively engaged in the professional community.

All Urban Teacher Program resident faculty members are qualified by their academic preparation for their assignments, and are actively engaged in the professional community. There are currently 7 resident full-time faculty members of the Metropolitan State UTP¹, and 43 adjunct “community” faculty. The Table on the next page lists all resident and community (adjunct) faculty members of the UTP for FY06-FY11.

All resident faculty have been hired over the years by meeting a requirement of having an advanced degree in Education or related field, and having taught at least 3 years in diverse schools. Six have doctorate degrees and the seventh only has a dissertation left to complete. Additionally, 6 of 7 resident faculty members have earned tenure in the University which requires active engagement in the professional community in a variety of ways (e.g., as scholars, committee members, leaders of organizations, editorial review boards, consultants, student teaching supervisors, and as instructors of professional education courses taught in K-12 schools). Each faculty member’s recent assignments, their academic preparation, and examples of current active engagement in the professional community are provided in the Table linked below. Additional evidence of engagement in professional community can be found by clicking on the links to faculty curriculum vitae (CV).

- [See Table of Resident Faculty Academic Preparation, Current Assignments, and Engagement in the Professional Community](#)

The UTP also regular employs adjunct “community” faculty to teach assigned courses in the Department’s curriculum. All of these colleagues are qualified professionals with extensive experience in urban schools. Furthermore, in order to teach college courses at the Metropolitan State University, a community faculty member must have earned at least a master’s or equivalent degree in the related academic field. Of the 43 community faculty members who have taught for the UTP between Fall 2004 to the present, 12 have doctorate degrees and 5 will be completing a doctoral program. A complete list of community (adjunct) faculty with their course assignments is offered in Table link below. Reviewers can click on the names of specific community faculty to link to their resumes which detail their academic preparation and active engagement in the professional community.

- [See Table of Community Faculty including Instructional Assignments with Names Linked to Resumes](#)

¹ However, 9 faculty lines exist and searches for the 2 unfilled positions are in preparation.

A separate listing of all resident and community (adjunct) faculty who teach methods courses are summarized in the Table linked below which identifies which methods courses they teach in the UTP, their academic preparation, and their P-12 experience teaching as well as other relevant experience.

- [See Table of Methods faculty as remaining evidence for meeting standard G\(1\)](#)

Current UTP Full-Time Resident Faculty		UTP Adjunct “Community” Faculty (FY06-FY11)					
1	Manuel Barrera [See CV]	1	Anderson, Ruth	15	Gates, Nancy	30	Mato Numpa, Chris
		2	Appelsies, Audey	16	Gould, Roxanne	31	Olson, John
2	Rose Chu [See CV]	3	Asberry, Tracine	17	Hedenstrom, Mary	32	Ortega, Luis
		4	Beecham, Katherine	18	Jackson, Tina	33	Paxton, Sue
3	Emma Duren [See CV]	5	Boucher, Michael	19	Johnstone, Christopher	34	Rasmussen, Natalie
		6	Canney, Judith	20	Keir, Terry	35	Schmidt De Carranza, Sarah
4	Rosa Fagundes [See CV]	7	Carmichael-Tanaka, Dana	21	Khaled, Taslima	36	Simon, Kenneth
		8	Chance, Tania	22	Knappmiller, MaryEllen	37	Thomas, Meg
5	Nadine Haley [See CV]	9	Cole, Victor	23	Lamberty, Laurie	38	Thompson, Michael
		10	Coleman, Eleanor	24	Leven, Elsa	39	Toure, Marium
6	Paul Spies [See CV]	11	Copes, Lawrence	25	Linne, Jonathan	40	Tucker, Winston
		12	Davis, Marcellus	26	Madsen, Jill	41	Turner, Kenneth
7	Harriette Wilson [See CV]	13	Deris, Aaron	27	McDew, Charles	42	Washington, Barbara
		14	Favor, Michael	28	McGee, Rose	43	Zirps, Jehanne
				29	Mosby, Deborah		

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G (2) The unit assigns faculty qualified by academic preparation to support the teacher licensure programs.

The Urban Teacher Program is also served by other Metropolitan State faculty outside of the Education department who teach courses required for different licensure programs. The table below details the assignments of these faculty members and their academic preparation which qualifies them to support the licensure programs.

Resident Faculty Supporting Licensure Programs	Recent Assignments (since Fall 2004)	Academic Preparation
<p>Daryl Parks Associate Professor English Education College of Arts and Sciences</p>	<ul style="list-style-type: none"> • EDU 300 Assessment of Teaching/Learning in Urban Classrooms • EDU 306/606 Urban Middle and High School Teaching Methods • LAED 445 Teaching Writing and Communications in Urban Schools • LAED 450 Teaching Language Arts in Urban Middle & High Schools • Student Teaching supervision 	<ul style="list-style-type: none"> • University of Minnesota, Minneapolis, MN—Ph.D. in Education: Curriculum and Instruction, Literacy, 2005 • Harvard Graduate School of Education, graduate coursework, 2000 • Master of Education (M.Ed.), University of Minnesota, 1998 • Bachelor of Arts <i>Summa Cum Laude</i> in English, University of MN, 1994
<p>Heidi Frankard Associate Professor Psychology Department College of Professional Studies</p>	<ul style="list-style-type: none"> • Several Psychology courses required in both the Early Childhood Education major/licensure program (UTP) and the Early Childhood Studies major (Psych) 	<ul style="list-style-type: none"> • M.S. and Ph.D. in Human Development and Family Studies, Iowa State University • B.A. in Psychology, St. Cloud State University

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G (3) The unit actively recruits and has plans, policies, and practices for hiring diverse faculty.

One of the greatest and unique assets of the Urban Teacher Program is the diversity of its faculty. Metropolitan State University’s commitment to an Urban Teacher Program established to increase the number of qualified teachers of color in the schools is reflected and modeled in its hiring practices of a diverse professional education faculty and staff. This commitment to a diverse faculty and staff is also stated as the last bullet point in the document [UTP Vision, Mission and Guiding Principles](#). The Urban Teacher Program has one of the three most diverse faculties at Metropolitan State University (along with Social Work and Ethnic Studies departments). All faculty members are persons of color but one, and three speak languages other than English (see Table below for a complete listing of all full-time faculty and staff in the UTP). The commitment to diversity also extends to the hiring of community faculty. For the 2010-11 academic year, 15 out of the 29 community faculty members teaching UTP courses are persons of color.

Current Faculty / Staff Name	Position Title	Diversity Represented
Manuel Barrera	Urban Special Education Faculty	Chicano
Rose Chu	Mathematics Education Faculty	Chinese American
Victor Cole	Field Experience Coordinator	Hawaiian-Chinese/White American
Emma Duren	Urban Elementary/Early Childhood Education Faculty	African American
Rosa Fagundes	Elementary Education Faculty	Brazilian American
Nadine Haley	English Education Faculty	African American
Nakati Kakosso	Office Administrative Specialist	American African
Taslina Khaled	Academic Advisor	Bangladeshi American
Paul Spies	Social Studies Education Faculty	European American
Lavina Wagner	Office Administrative Specialist	African American
Barbara Washington	Interim Executive Director	African American
Harriette Wilson	Early Childhood Education Faculty	African American

The institution attributes its significant success at recruiting and hiring a diverse UTP faculty to the urban mission of the university and the Program. University expectations are also expressed in its hiring policy “intended to ensure a process that supports recruiting and hiring highly qualified, and diverse resident faculty” (see [University Policy #5010](#)). As described in the policy, all searches occur under the guidance and oversight of the institution’s [Office of Equal Opportunity and Diversity](#). Vacancies and search procedures are part of the

university's [Affirmative Action Plan \(currently 2008-2010\)](#). Below are the position searches that have been conducted in the UTP since 2004 and their result.

Searches for positions after fall 2004

The table below notes the faculty and administrative searches conducted since 2004, links to the position descriptions, and the record of who filled those positions.

Year	Position Title (linked to Vacancy Notice)	Qualified Persons Hired	Diversity Represented
2004	Elementary Education Faculty	Rosa Fagundes (*already on faculty; claimed new position)	Brazilian American
2004	Mathematics Education Faculty	Rose Chu	Chinese American
2006	Urban Elementary/Early Childhood Education Faculty	Emma Duren	African American
2008	Executive Director	Nadya Parker	Latina/Panamanian American
2008	Urban Special Education Faculty	Manuel Barrera	Chicano
2010	Interim Executive Director	Barbara Washington	African American
2011	Early Childhood Education Faculty	TBD	?

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G (4) The workload allows the faculty to be involved in teaching, scholarship, service, and schools in monitoring, assessing, and advising candidate progress.

The workload allows UTP faculty to be involved in teaching, scholarship, service, and schools in monitoring, assessing, and advising candidate progress. According to the [IFO Contract](#), faculty shall be assigned no more than 24 credits of workload for an academic year. These credits account primarily for teaching assignments, yet administrators may provide reassigned time to faculty for other duties. The Metropolitan State faculty members have unique standing in the IFO Contract because of a provision that provides 3 credits of workload for advising students. At all other MnSCU institutions, faculty advising is not reflected in the workload. The table below includes links to official workload forms for each faculty member over the past two years as well

as links to the evidence from each faculty member of meeting the contractual expectations related to 1) teaching, 2) scholarly activity, 3) professional development, 4) contributions to student growth and development, and 5) service.

Name	Workload Forms	Evidence of Involvement in teaching, scholarship, service, and schools in monitoring, assessing, and advising candidate progress.
Manuel Barrera	2010-11 2009-10	Tenure/Promotion Application Portfolio
Rose Chu	2010-11 2009-10	Tenure/Promotion Application Summary Portfolio
Emma Duren	2010-11 2009-10	Professional Development Plan Summary Reports
Rosa Fagundes	2010-11 sabbatical	Tenure/Promotion Application Portfolio is available for review in the Exhibit Room
Nadine Haley	2010-11 2009-10	Tenure/Promotion Application Portfolio is available for review in the Exhibit Room
Paul Spies	2010-11 2009-10	Promotion Application (following tenure in 2006)
Harriette Wilson	2010-11 2009-10	Tenure/Promotion Application Portfolio is available for review in the Exhibit Room

The development and implementation of a new teacher education program is a challenging task which few faculty in higher education experience during their careers. Substantial time is required to create and implement new, collaborative and high visibility programs in an era of intense accountability and increased scrutiny. Given the challenges and opportunities of the UTP that exist because of its legislative mandate and mission, time is even more of a finite resource for faculty². Thus, it has been important for the Department to employ an Executive Director and to task resident faculty with reassigned time for various program development and accountability duties.

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² The task is further complicated at Metropolitan State as a commuter campus with its facilities, faculty and meetings on three campuses in two cities linked by transit routes that often experience high traffic congestion.

G (5) The unit ensures that faculty who supervise field experiences are academically prepared and professionally experienced in a school setting.

All faculty members in the Urban Teacher Program are qualified by academic preparation and professional experience in schools to supervise field experiences as evidenced in the Table linked below which lists each resident and community faculty member who supervises field experiences along with a summary of their academic preparation and professional experience in a school setting.

- [See Table of Evidence that Faculty Who Supervise Field Experiences are Qualified to Do So](#)

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G (6) Any part-time and adjunct faculty and graduate students in teaching roles provide integrity, quality, and continuity of teacher preparation programs.

The UTP regularly employs adjunct faculty who are called “community faculty” at Metropolitan State (see [previously-linked Table of current community faculty offered in G\(1\)](#)).

Community faculty provide integrity and quality to the UTP because they are qualified professionals with extensive experience in urban schools. These colleagues provide continuity by teaching assigned courses in the Department’s curriculum. Community faculty (as well as resident faculty) may make adjustments to department-approved course syllabi provided they ensure that the course description and learning outcomes aren’t changed and that students meet the Standards of Effective Practice aligned within the course being taught.

Evidence that community faculty provide integrity and quality to the Program can be seen in aggregated data linked below summarizing students’ responses from fall 2003-fall 2010 to the institution’s course/instructor evaluation tool called the [Instructional Improvement Questionnaire \(IIQ\)](#). The IIQ’s use a 1 to 5 rating scale with 1 being “Excellent” or “Always”, 2 being “Very Good” or “Usually,” 3 being “Good” or “Sometimes,” etc. The average community faculty ratings from student evaluations received in 20 categories between 2004-10 ranged between 1.12 and 1.78, and the average overall instructor rating was a very strong 1.40. In fact, average community faculty ratings were higher than the strongly positive ratings for resident faculty in most of these categories.

- [See Average IIQ Course/Instructor Evaluation Summary Data for Community Faculty v Resident Faculty](#)
- [See Average IIQ Ratings by Term \(FY08-FY10\) for Community Faculty vs Resident Faculty](#)

In addition to the statistical data from IIQ's, community faculty as a whole received overwhelmingly positive comments from students in UTP student surveys and in the comments sections from IIQ evaluations of various urban education courses as sampled below.

- *...I love the fact that many of my professors/advisors are connected with the districts that I will eventually be working in. I feel like I have already started to create a network that will help my find work.... (2010 Student Survey)*
- *The classes taught by community staff members were the most engaging and where I learned the most. Some of the classes were redundant. I felt some of the classes could have been combined or better structured. (2010 Student Survey)*
- *We have real and honest discussions about why and how to teach as well as the current environment in education. I feel that the community faculty are very helpful in this aspect because they give lots of advice and stories. I think the underlying ideas, principles, and philosophies about students, learning, and teaching are exactly why I wanted to study here. (2010 Student Survey)*
- *The professors come for the Urban schools and have a lot of experiences to share. (2010 Student Survey)*
- *Some of the classes/teachers are really helpful and provide their own experiences and ideas about their classrooms. (2010 Student Survey)*
- *The UTP has prepared me and continues to prepare me for teaching in urban schools. The instructors are working in the field and have current information and experience to offer. (2008 Student Survey)*
- *The instructor provided valuable information for teaching- her excitement and dedication was appreciated. I feel prepared to teach science. (SCED 440, Fall 2008)*
- *Awesome class. Thanks. (SCED 440, Fall 2008)*
- *This is how a college teaching course was supposed to be run. I was challenged, but it never was a huge overload. I walked out more prepared to teach English. Thank you. (LAED 445, Spring 2009)*
- *Great to have people from district and active in the classroom teach a course. Great guest lecturer. (LAED 445, Spring 2009)*
- *Great instructor. Exceptionally knowledgeable. Very respectful and engaging. (LAED 445, Spring 2009)*
- *This was his first time teaching at metro and he was fabulous! I loved him! This is how a class should be taught! Have him again. (LAED 445, Spring 2009)*
- *Kept information relevant and engaging. Made us apply what we learned to prepare for the classroom.. Provided detailed feedback. (LAED 445, Spring 2009)*

- *He went out of his way to make sure all students understood the lesson. He taught different styles and tech. The class as a whole enjoyed [Name] a great deal. (LAED 445, Spring 2009)*
- *[Name] is a great resource as a St. Paul Public School administrator. [SCED 450, Fall 2008]*
- *She is great and needs to teach the other instructors. [SCED 440, Fall 2009]*
- *You are amazing teacher stay positive, keep up the great work [SCED 440, Fall 2009]*
- *The teacher is great and we learned a lot! [SCED 440, Fall 2009]*
- *She is the best professor I have had. [SCED 440, Fall 2009]*
- *Knows how to teach us so we retain. One of best instructor we have had! [SCED 440, Fall 2009]*
- *You were awesome [SCED 440, Fall 2009]*
- *Learned a lot! [SCED 440, Fall 2009]*
- *I enjoyed the unit plan and the text was very good. A also liked all the different sources for standards. Well done. I t was a fun class. [SCED 450, Fall 2008]*
- *She was excellent. She was very knowledgeable and was very organized and prepared for every class. She went above and beyond typical college instructors. [SCED 440, Fall 2007]*
- *Excellent use of resources in the community. Great knowledge of science curriculum. I feel so much more comfortable with my ability to teach science. [SCED 440, Fall 2007]*
- *I learned an exceptional amount and feel a lot more prepared for teaching having finished this course. [SCED 450, Fall 2007]*
- *I learned an exceptional amount in this class and feel much more prepared for teaching. Your info was thorough and extremely valuable. [SCED 450, Fall 2007]*
- *He really helped us fine tune our planning and teaching skills. He kept the class interesting. It is refreshing to have a real urban teacher as a mentor. [SSED 450, Spring 2007]*
- *Instructor was extremely knowledgeable due to his current teaching position. [Name] is committed to urban youth and positive outcomes. [Name] is personable, genuine and loving. [SSED 450, Spring 2007]*
- *[Name] was an excellent instructor. He offered his resources and honest perspective on teaching about his youth. It is always a plus to have a high school teaching in the classroom. [SSED 450, Spring 2007]*

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G (7) Faculty and teaching in the unit are of high quality reflecting current research and best practice consistent with the curriculum goals of the program.

Faculty and teaching in the UTP are of high quality and reflect current research and best practice consistent with the [UTP Vision, Mission, and Guiding Principles](#). “High Quality” in the UTP is defined as the degree to which the Program provides curriculum and experiences for pre-service teachers that are commensurate with these goals and current research (see [A1](#)) in the field of urban education. The focus of teacher preparation is to create resilient educators who can engender high academic achievement among urban students, especially those who have been historically and are currently under-supported. To accomplish the goal to prepare diverse, highly qualified, multi-culturally competent, and resilient teacher candidates who raise the achievement of culturally and linguistically diverse urban learners, UTP faculty:

- ❖ Embed multicultural educational perspectives and employ culturally responsive and evidence-based pedagogy;
- ❖ Focus on the resiliency of and “unconditional positive regard” for learners in urban education settings;
- ❖ Construct high-quality professional practice and educational experiences based on scholarship, involvement in the professional education community, and through the experiences of teacher candidates in the field;
- ❖ Encourage reflection on personal practice, and what is observed/experienced in the field; and
- ❖ Articulate competencies and proficiencies, based on the Minnesota Standards of Effective Practice, through which qualified urban educators are evaluated for licensure.

Evidence of the overall high quality of the faculty is provided by teacher candidate ratings of the faculty using the institution’s instructor/course evaluation instrument called the [Instructional Improvement Questionnaire \(IIQ\)](#). A scale of 1 being “Excellent,” 2 being “Very Good” and 3 being “Good,” to 4 being “Poor” and 5 “Very Poor” is used for Question 19: “*How would you rate the overall performance of this instructor?*” Student evaluations of Q19 from Fall 2003 and Fall 2010 showed an average rating of 1.63 for all education faculty (community and resident). In fact, the ratings by 2800 respondents over the years for all 20 questions on the IIQs were between “Excellent” and “Very Good” for all items.

- [See summary results of all UTP Course/Instructor Evaluations \(Fall 2003-Fall 2010\)](#)

Discussions on ratings of many of these items from the IIQ’s are found below in subsequent sections for standards G(8) through G(11).

Further evidence that UTP faculty and teaching “are of high quality reflecting current research and best practice consistent with the curriculum goals of the program” is provided by anonymous student comments received with the IIQ course evaluations and UTP student surveys as sampled below:

- *It was a wonderful course, a great teacher. I learned an exceptional amount. She defines the Urban Teacher Program (EDU 481, Fall 2009).*
- *Excellent Professor (SSED 440, Fall 2009)*
- *She has a lot of knowledge (EDU 481, Fall 2010)*
- *Extremely knowledgeable and knows how to clearly explain different concepts (EDU 203, Fall 2009)*
- *Very informative. Learned a lot of information. The instructor really cares about her student. (LAED 440, Spring 2010)*
- *This course served as a comprehensive overview for my continual coursework leading to licensure. [he] was an outstanding resource providing examples of & insight to classroom situations. (EDU 415/615, Spring, 2009)*
- *[He] is very passionate about making sure we do the job of having high expectations for ourselves and our students. (EDU 600, Spring 2009)*
- *The instructor was very effective in teaching the course content. He made it clear, interesting, and easy to understand...I learned so much (EDU 203, Fall 2009)*
- *I have no suggestions for improving this course. He is an excellent professor as well as person and definitely fits in an urban setting (EDU 203, Fall 2009)*
- *I loved this course and [he] is an exceptional instructor. This course was held on Friday nights and I looked forward to coming each week. My favorite class I have ever taken (EDU 203, Fall 2009)*
- *This course is a very good base for the rest of my coursework in education. The instructor very clearly had experience and expertise in the subject matter (EDU 306/606, Fall 2009)*
- *Well thought out curriculum and application of methods in the course (EDU 306/606, Fall 2009)*
- *I learned a lot of relevant material, things that I will actually use in the classroom. Assignments helped to understand and perfect the skills needed to teach in an urban environment” (EDU 306/606, Fall 2009)*
- *I am thankful to have taken this course so close to the time that I student teach because I feel that it did a nice job summarizing, reviewing, and covering topics that are crucial to be competent about teaching urban learners. I specifically like the culturally responsive article and I will use ideas and strategies from that piece often throughout my career. (EDU 614, Spring 2010)*
- *She was informed. Was the class that best prepared me for student teaching.(EDU 481, Fall 2009)*
- *The instructor is very knowledgeable; seem to have his practical experience to go with. (EDU 415/615, Spring 2009)*

- *[Name] is a phenomenal instructor. She was engaging, understanding, and purpose driven. Each of her class was discussion based but very well structured. I have enjoyed this class! (EDU 200, Fall 2005)*
- *[Name] is great! She is enthusiastic, energetic, and focused on student needs. I learned an exceptional amount. Great job for a first time class. (MAED 445, Spring 2005)*
- *Professor [name] was an excellent instructor. She was able to convey her intent of teaching assessment in the area of advocacy- so in a way of voicing a descent (EDU 300, Fall 2006)*
- *[Name] is an exceptional teacher. Not only is she well informed about the subject, she also makes coming to class a joy. (EDU 300, Fall 2006)*
- *The instructor had an immense amount of insights, passion, and knowledge to share. I learned more than I've learned in most classes. He had deep knowledge of his content and inspirational delivery! (EDU 306, Fall, 2007)*
- *[Name] is an excellent teacher—keeps classes interesting. (EDU 606, Fall, 2011)*
- *I love how knowledgeable [Name] is. He can provide help and information all the time. He is also very fair and understanding. He listens, supports and lends a helping hand when needed. I truly appreciate everything he does for me and the program. (LAED 445, Spring, 2008)*
- *He leads by example and his example is excellence (EDU 606, Fall, 2011)*
- *For the most part I was extremely satisfied. My methods courses were amazing and I thought historical and cultural foundations is probably one of the most important courses I've taken in my life. (2010 Student Survey)*
- *UTP has taught me and is shaping my philosophy of education. I have met plenty of students and teachers and I am grateful to learn from them. It is great that UTP is in the Twin Cities and focuses on the urban demographics. (2010 Student Survey)*
- *The Urban Teacher Program is meeting my needs by providing quality research in my particular field of study. I have learned a lot and it continues to push me further to become the best professional that I know I am capable of. (2010 Student Survey)*
- *I believe all the classes are worth taking! (2010 Student Survey)*
- *The instructors are passionate and engaging. They are the best. They really help show us new styles of teaching. (2008 Student Survey)*
- *I believe that the Urban Teacher Program is doing a good job of educating future teachers. I am particularly impressed with the field of study. I think it is informing future teachers of the crucial areas of focus for teaching students in an urban population. (2008 Student Survey)*
- *I have really liked my instructors so far. (2010 student survey)*
- *The faculty are knowledgeable and dedicated. I view them as a excellent resource (2006 student survey).*
- *The great and helpful teachers. (2006 student survey).*

- *The professors I have had are wonderful. I have learned a lot from them. My classmates have been a great source of ideas. (2006 student survey).*
- *Heavy emphasis on urban environment (2006 student survey).*
- *The teachers are very knowledgeable and informative. (2006 student survey).*
- *I had great professors in education. (2008 student survey).*
- *My education instructors are among the very best that I have had during my various times in college (I am a repeater, having gone to school at various times at OSU, UW Madison and UW Milwaukee). (2008 student survey).*
- *Loved every EDU instructor I've had ([NAME], [NAME], and [NAME]) (2010 student survey)*
- *All of the professors are excellent people and most are great educators. (2010 student survey)*
- *The instructors are passionate and engaging. They are the best. They really help show us new styles of teaching. (2008 student survey)*

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G (8) Faculty and cooperating school personnel model and reflect the best practice in the delivery of instruction.

The UTP faculty model and reflect the best practice in the delivery of instruction as evidenced in the Table below and subsequent samples of students' comments from course evaluations and Program surveys. The Table below from course evaluations show average instructor ratings on fourteen different measures of instructional best practice ranged between 1 = "excellent" and 2 = "very good" for department faculty from fall 2004 through summer 2010.

Cooperating school personnel also model and reflect the best practice in the delivery of instruction. As described earlier in response to the standard for [Subpart C\(5\)](#) dealing with school personnel modeling best practice for teacher candidates engaged in field experiences, all cooperating school teachers working with student teachers are tenured and are required to do annual professional development plans consistent with the Standards of Effective Practice. Cooperating school personnel work with and host UTP teacher candidates at the recommendation of school administrators and colleagues who are familiar with the degree to which cooperating teachers model best practice.

Aggregate IIQ Ratings for Education faculty (Fall 2004 to Summer 2010)		
Item #	Items related to Instruction Modeling and Reflecting Best Practice (1= Always 2= Usually 3= Sometimes 4= Seldom 5= Never)	Range of Average Semester Ratings
Q2	Explained course objectives and outcomes	1.25 - 1.88
Q3	Explained course requirements and evaluation criteria	1.27 - 1.94
Q4	Presented material in an organized manner	1.22 - 2.07
Q5	Made good use of community resources	1.25 - 1.88
Q6	Spoke clearly and audibly	1.11 - 1.39
Q7	Encouraged questions and treated them respectfully	1.06 - 1.68
Q9	Kept discussion on track	1.38 - 2.14
Q10	Was prepared for sessions with students	1.11 - 1.86
Q11	Demonstrated mastery of subject matter	1.14 - 1.52
Q13	Defined assignments clearly and carefully	1.38 - 2.12
Q14	Provided helpful written responses on students' work	1.35 - 2.12
Q16	Facilitated students' active involvement in learning	1.16 - 1.65
Q18	Held classes as scheduled	1.0 - 1.50

As additional evidence of meeting standard G(8) that faculty and cooperating school personnel model best practice, sample relevant student comments from IIQ course evaluations and UTP Student Surveys are provided below:

- *Always refreshing to have an instructor [that] actually models the characteristics that are expected of us as effective teachers (SSED 301/450, Spring 2005).*
- *[He] stimulated our thinking with insightful and challenging discussion. He encouraged everyone despite their feelings to share. He really made me think, for better or for worse. (EDU 600, Spring 2010)*
- *He had very interesting discussion. Sometimes you really had to think about what he was modeling. For instance the debate about laptop really stimulated contentious respectful debate but this what he wanted and got. (EDU 415/615, Spring 2009)*
- *I appreciate [name] enthusiasm regarding children's learning, very passionate. (EDU 481, Fall 2008)*
- *Had a lot of personal experience & knowledge which is extremely valuable. Open-minded, resourceful, understanding, encouraging & intelligent. (LAED 440, Spring 2009)*
- *Always refreshing to have an instructor actually model the characteristics that are expected of us as effective teachers. (SSED 301/450), Spring 2005).*
- *I really admire the professor for every effort he puts into class. (EDU 430, Spring 2005).*

- *He is an absolute genius concerning teaching. I really appreciate his expertise. (EDU 420/306, Fall 2004).*
- *Lots of info. High expectations. Clear guidelines. (SSED 301(450), Spring 2005).*
- *So much good info, clear expectations.... (EDU 430, Spring 2005).*
- *[He] is the greatest teacher I've ever had, and this class is the greatest class I've ever had. [He] is the kind of teacher, and kind of human being that I aspire to be like! (EDU 203, Fall 2009)*
- *Passionate about subject; highly knowledgeable; organized. (EDU 306/606, Fall 2009)*
- *Knew the material very well and could make it relevant. He practiced what he taught. (EDU 306/606, Fall 2009)*
- *He demonstrated strategies! (EDU 306/606, Fall 2009)*
- *I appreciated that the instructor demonstrated teaching methods, frameworks, assessments, rubrics, and expectations that are vital to future teachers' pedagogies (EDU 430/630, Fall 2009)*
- *Very energetic, makes class fun and interesting. Easy to talk to. Very knowledgeable in topics. Flexible. Very positive. (EDU 200, Fall 2005)*
- *Always there to explain in depth, willing to work with individual circumstances. (EDU 200, Fall 2005)*
- *Dr. [name], thank you so very much for demonstrating your desire for us to succeed, participate, and enjoy learning! (EDU 300, Fall 2006)*
- *She is very flexible and always understanding and helpful. She would do anything to help her students succeed and always made herself available for help outside of class. (MAED 106, Fall 2007)*
- *I learned huge amounts of practical information related to urban teaching. [Name] always makes class engaging, fun, and worth being there. Definitely the best instructor the UTP has shown me yet. (LAED 445, Spring, 2008)*
- *[Name] is very approachable. He is very knowledgeable and passionate about his field. He is very flexible and understanding. Everything he taught applied to my field. LAED 450, Fall 2011*
- *Very focused. Assignments were always important to increase learning. [Name] clearly cares about us, which is huge. Great class. LAED 450, Fall 2011*
- *The UTP program met my needs by giving me an avenue to receive my teaching license, giving me opportunities to work in urban classrooms, exposing me to fantastic educators around the metro - community professors, and introducing me to the best cohort of friends/fellow UTP students. (2008 Student Survey)*
- *I really enjoy the classes and staff I have had so far, they seem like they love what they do and are dedicated to their jobs. (2008 Student Survey)*
- *I am learning a lot from my field experiences and I feel that I am getting prepared to student teach. I am also learning a lot about teaching in diverse settings and knowing how to meet the needs of every student. (2008 Student Survey)*

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G (9) Faculty uses a variety of instructional strategies that reflect an understanding of different models and approaches to learning.

UTP faculty uses a variety of instructional strategies that reflect an understanding of different models and approaches to learning. Conversations with instructors and teacher candidates reveal that instructional strategies vary from various types of cooperative group work including project-based learning and simulations as well as individual student presentations and large-group discussions. Most instructors utilize information technology tools and various audio-visual media during class sessions to reinforce learning, and expect students to use technology in completing course projects. Instructors make use of community resources by inviting guest speakers to class and bringing students into the community for observations and conversations about community resources available to teachers. Evidence of these varied strategies is provided by quantitative and qualitative student feedback from evaluations using the university Instructional Improvement Questionnaire (IIQ) as summarized in the Table and sample comments listed below:

Aggregate IIQ Ratings for Education faculty (Fall 2004 to Summer 2010)		
Item #	Items related to Faculty Using a Variety of Instructional Strategies (1= Always 2= Usually 3= Sometimes 4= Seldom 5= Never)	Range of Average Semester Ratings
Q4	Presented material in an organized manner	1.22 - 2.07
Q5	Made good use of community resources	1.25 - 1.88
Q7	Encouraged questions and treated them respectfully	1.06 - 1.68
Q9	Kept discussion on track	1.38 – 2.14
Q16	Facilitated students' active involvement in learning	1.16 - 1.65

Further evidence that UTP faculty use a variety of instructional strategies is provided by anonymous student comments received with the IIQ's as well as comments in UTP Student Surveys, such as the following:

- *Instructor is -knowledgeable about subject -liked reciprocal teaching -liked CBM (EDU 310/610, summer 2010)*
- *She took the time to help me understand how to teach a child to learn to read. How important that job is (EDU 483, Spring 2010).*

- *I thoroughly enjoyed the experience of participating in a literacy circle for the first time. I found this format to be applicable for all grades, and I plan to incorporate it into my classroom once I am offered the opportunity. Also, the time spent creating and viewing presentations on essays from prominent researchers in the field of urban education has only helped solidify the foundation of knowledge that I will draw on throughout my student teaching and future teaching career. (EDU 600, Spring, 2010)*
- *He is flexible and modified the class to fit the students' needs (SSED 301(450), Spring 2004).*
- *I liked how [he] treated me as a Professional and as a student. He respected me as a teacher candidate and as a student. He taught me an exceptional amount this semester. I also liked how class was at Roosevelt High School (EDU 420, Fall 2004).*
- *The course and instructor were excellent! I really liked student involvement in planning & implementation in this course. For once I felt that I learned a lot and can use all of my knowledge in my profession this class was excellent (SSED 301(450), Spring 2005).*
- *He went above and beyond to ensure that we all did well on assignments. He made us really examine subject matter until he was sure we understood it (SSED 301(450), Spring 2004).*
- *Good teacher-life-applicable projects (EDU 420, Fall 2004).*
- *Both understanding and flexible (EDU 203, Fall 2009)*
- *I liked the round table set up the instructor facilitated (EDU 203, Fall 2009)*
- *Lot of experience in the field being taught (EDU 203, Fall 2009)*
- *Examining things which are directly applicable to teaching (EDU 306/606, Fall 2009)*
- *I really liked how he asked us for suggestions and thoughts on how the class is going. Really like his organization and commitment to the standards (EDU 306/606, Fall 2009)*
- *The readings and videos used to inform us were great (EDU 430/630, Fall 2009)*
- *Very informative and good use of outside resources (EDU 430/630, Fall 2009)*
- *I feel much better prepared to be a teacher. The information is very practical and relevant (SSED 301, Spring 2005).*
- *This course challenges me increasing the better knowledge of Education by teaching skills through [the instructor]. (EDU 600, Spring 2010)*
- *I enjoyed hearing the student's perspectives. Hearing their perspectives on learning and teaching was very valuable. [Name] was incredibly upbeat. I knew it would always be an entertaining class. (EDU 200, Fall 2005)*
- *Very fun and interactive teacher. Good discussion. Gave great opportunities to learn a variety of ways. (MAED 440, Spring 2005)*
- *Loved the computers in the classrooms. I appreciate [name] encouragement for participation. The best days were ones with a lot of discussion. (EDU 300, Fall 2006)*

- *[Name] is very positive in her teaching. She sets a relaxed tone and I learn and retain information better. She truly cares about us and our learning. She respects our opinion. She is always open and goes the extra mile! (EDU 300, Fall 2006)*
- *Class was held so that the students got the most out of the class, student centered. (EDU 300, Fall 2006)*
- *He reteaches concepts that we don't get. He makes sure everyone learns the challenging material-- high expectations (LAED 450, Fall, 2011)*
- *[He] used a variety of teaching strategies and modeled them explicitly; smiley and engaging. I enjoyed and looked forward to learn and practice teaching methods as well as how he connected stories—real—to content. (LAED 450, Fall, 2011)*
- *[Name] brought a great deal of personal experiences to class—this made instruction more meaningful. The assignments were well thought out and focused on key learning experiences. The assignments focusing on unit and lesson plans were very valuable and provided important practice of new skills. (EDU 306, Fall, 2007)*
- *The professors are flexible and helpful. They are fully aware that the students are working adults. I appreciated the level of experience that the professors brought to the classroom. (2008 student survey)*
- *Content - small intimate classes ideal learning environment most of the time. Staff accommodation and support. (2006 student survey).*
- *From my conversations with students in other education programs around the country, I have learned that the UTP emphasis on the urban student, diversity, and the variety of learning styles, combined with focus on field experiences through-out the program, is unusual. MSU's UTP is a progressive approach to working in the urban school that makes sense to me. (2008 student survey)*
- *I felt that all the instructors have very different perspectives. It was very interesting to hear their different ways come out to the same idea; educating our youth. (2010 student survey)*
- *I like that this is a more project based program rather than test based. I feel like I get so much more out of the classes and have more to show. I also like how most of the classes are structured. (2010 student survey)*
- *The professors are flexible and helpful. They are fully aware that the students are working adults. I appreciated the level of experience that th3e professors brought to the classroom. (2008 student survey)*
- *It offers structure with enough flexibility to meet individual needs. The staff has been incredibly helpful and supportive. (2008 student survey)*
- *I feel that I have been given a wealth of information, and the opportunity to learn many teaching and learning styles. I have had some of the best teachers, and teachers that can be used as models of what NOT to do, in the UTP. I like much of the information that focuses on urban learners. (2008 student survey)*

- *I love having the opportunity to have lots of hands on experiences. (2008 student survey)*

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G (10) Instruction encourages the candidate’s development of reflection, critical thinking, problem solving, and professional dispositions.

UTP faculty members encourage teacher candidates’ development of reflection, critical thinking, problem solving and professional dispositions. Teacher candidates are expected to write reflective response essays to readings and class activities in most courses. Many courses require students produce reflective field, research, and class session journals as part of course or field experience participation. Evidence is provided by quantitative and qualitative student feedback from evaluations using the university Instructional Improvement Questionnaire (IIQ) summarized in the Table and sample comments below.

Aggregate IIQ Ratings for Education faculty (Fall 2004 to Summer 2010)		
Item #	Items related to Instruction encouraging reflection, critical thinking, problem solving, and professional dispositions (1= Always 2= Usually 3= Sometimes 4= Seldom 5= Never)	Range of Average Semester Ratings
Q1	Stimulated student thinking	1.18 - 1.73
Q7	Encouraged questions and treated them respectfully	1.06 - 1.68
Q14	Provided helpful written responses on students’ work	1.35 - 2.12
Q15	Informed students of their progress in time to correct deficiencies	1.31 - 2.06
Q16	Facilitated students’ active involvement in learning	1.16 – 1.65
Q17	Designed assignments and tests to increase understanding and application	1.21 – 1.78

The following are sample comments from IIQ’s and UTP student surveys provided as evidence for G(10):

- *The instructor brought ideas to the classroom that are not easily thought of and engaged us in conversations that helped us grow as individuals and future urban educators. (EDU 203, Fall 2009)*
- *Thought provoking. (EDU 420, Spring 2004)*
- *[He] stimulated our thinking with insightful and challenging discussion. He encouraged everyone despite their feelings to share. He really made me think, for better or for worse. (EDU 600, Spring 2010)*

- *Instructor spent great deal of time stimulating student thought. Useful to me. (EDU 415/615, Spring 2010)*
- *Although our time together was short it was well spent. From reviewing how to write and cite a quality research paper to celebrating the election of a historically new president, there has been no loss of interesting topics of discussion during class sessions. Although we covered a lot of ground in terms of the broad subject of urban education I feel that there are endless possibilities for reflection continued research, and sharing both in and out of the university setting. I can say with certainty that I have learned much about what I know about the urban learner, but more importantly, what I do not yet know. (EDU 600, Fall 2008)*
- *[Name] is a very challenging and an excellent teacher. She has motivated me the most to be an excellent urban teacher and to make a difference. (SSED 440, Fall 2009)*
- *I have come to not only understand, but also demonstrate my competency and knowledge on the contributions of various racial, cultural, and economic groups in our multi-ethnic and racially diverse society. The grasp of knowledge on cultural and historical foundations of education is reflected in my community service learning project, in which I provided a detailed and brief analysis on the educational experiences of Native American and Hispanic groups. I am particularly proud of this project because it is proof that the initiative I took on as an individual to discover knowledge that is both pertinent and imperative to teaching urban learners of diverse backgrounds. Additionally, this research project reasserted my self-confidence in a multitude of ways, from knowing that I have successfully acquired and immersed in the realities facing urban education to fostering a deep sense of appreciation for the diverse urban learners who are representative of many cultural, ethnic, socioeconomic, and linguistic backgrounds. (EDU 430, Fall 2008)*
- *Thought provoking. Excellent resources for future reference. (EDU 310/610, summer 2010)*
- *I have been given ample knowledge and experience to be an effective urban teacher, the challenge now is learning how to create and become this on my own. This class taught me to always be aware of who I am at all times. It has taught me to question where my ideas come from, who they suit best, and what and where my biases that I possess come from. I have thoroughly enjoyed this course and you as a professor. I always looked forward to coming to your class and always left feeling like I learned something. That is a good feeling. (EDU 400/614, Spring 2008)*
- *Very inspiring and exciting class. [Name] is wisely kind and genuine. (EDU 200, Fall 2005)*
- *She was good at sharing how experiences from the classroom would help us or helped us be aware of what may come. I think she did a good job of helping us tie in and reflect on personal experiences. (EDU 200, Fall 2005)*
- *Hands-on middle activities we did in class were excellent in the continuing development of our understanding and ideas about learning and teaching middle school mathematics. (MAED 440, Spring 2006)*
- *The instructor was very good and engaging. I learned how to teach students using various strategies. LAED 450, Fall, 2011*

- *He has taught me to question/analyze facets of traditional education that I never had before. (EDU 306, Fall, 2007)*
- *Passionate. Knowledgeable about the subject. Resourceful. (LAED 445, Spring, 2008)*
- *I liked the fact that he was respectful. He took in consideration a student's schedule and accommodated for their needs. He spent a lot of time grading papers making sure that the student knew their weak spots and allowed for improvements. (LAED 445, Spring, 2008)*
- *I feel I am pushed to think about math education differently (2010 UTP Student Survey)*
- *It's meeting the needs of methodology, networking, field experience and reflection on my field experience. (2010 UTP Student Survey)*
- *It has really allowed me to see from many different perspectives. (2010 UTP Student Survey)*
- *EDU classes are challenging but not just for the sake of being difficult. Instructors have really inspired me to think outside the box and address directly issues that will confront me as an educator; in short the UTP program is short on fluff. (2010 UTP Student Survey)*
- *....I appreciate the high expectations many of my professors have. When I first decided to pursue teaching as a career I thought it would be easy yet I also did a great deal of second-guessing. Now, as I'm getting ready to student teach, I feel like teaching is one of the most difficult and important careers and I have no regrets about deciding to become a teacher. I think this reversal speaks volumes about the UTP and the professors and other professionals who make it happen. (2010 Student Survey)*
- *I feel as though most of the professors do encourage critical thinking (2008 UTP Student Survey).*
- *I feel it is preparing me wonderfully with the tools to be a great urban teacher (2008 UTP Student Survey)*
- *I love having the opportunity to have lots of hands on experiences. I feel that the program has helped me think critically and productively about the educational system. (2008 UTP Student Survey).*
- *I love the programs focus on multicultural education. I feel as though most of the professors do encourage critical thinking. (2008 UTP Student Survey).*
- *I am learning a lot about Urban students and schools. The program has opened my eyes to a whole new way of thinking about teaching! (2008 UTP Student Survey).*

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G (11) Teaching in the unit reflects knowledge and experiences with diversity and exceptionalities.

Teaching by UTP faculty reflects knowledge and experiences with diversity and exceptionalities. Department faculty members have been hired with such knowledge and experience as a requirement for the urban teacher education positions they have filled (see Metropolitan State [Policy 5010](#)) and recent vacancy notices hyperlinked in section G(3). All faculty members have experience teaching in culturally and linguistically diverse urban or other school settings. One faculty member has experience as a licensed special educator and bilingual educator, and one other has been a licensed teacher of English as a second language.

The Department has a variety of experiences with college students experiencing disability-related challenges including individuals with hearing impairments or deafness, individuals with learning disabilities (e.g., dyslexia), and other physical impairments. In several cases, these individuals are provided support from the [Metropolitan State Office of Disability Services](#) where formal programs of accommodation and assistive supports are established and services provided (e.g., interpreters and/or technology-based assistive devices). One faculty member (Barrera) has served on a special faculty taskforce in collaboration with the Disability Services Director, Eve Nichols to determine effective approaches in faculty-based support for college students with disabilities in professional programs and general education courses.

Faculty frequently incorporate examples from their own knowledge and experience with diversity and exceptionalities into the courses they teach. In addition to the sharing of experiences and shaping of syllabi, faculty create classroom learning environments that reflect knowledge and experience working with diverse and exceptional urban youth and university students. Evidence of meeting standard G(11) is provided in the Table below and subsequent anonymous comments IIQ course/instructor evaluations and UTP Student Surveys.

Aggregate IIQ Ratings for Education faculty (Fall 2004 to Summer 2010)		
Item #	Items related to teaching that reflects knowledge and experiences with diversity and exceptionalities (1= Always 2= Usually 3= Sometimes 4= Seldom 5= Never)	Range of Average Semester Ratings
Q8	Created a classroom environment conducive to learning	1.09 - 1.70
Q12	Was fair and respectful with regard to age, gender, race, ethnicity, religion, disabilities, and sexual preference	1.03 - 1.36

Further evidence that teaching in the unit reflects knowledge and experience with diversity and exceptionalities is provided by anonymous student comments received from the IIQ's and UTP Student Surveys, such as:

- *My first experience with a black female professor which immediately put me at ease. Great role model for all students. (EDU 481, Fall 2008)*
- *I really liked how patiently he handled our multicultural environment (different countries student) inside the classroom. (EDU 200, Spring 2004).*
- *[Liked] Discussion of philosophy of education and multicultural approach. (EDU 600, Spring 2010)*
- *[Liked] Gaining a greater appreciation for diverse cultures and awareness of social issues. (EDU 600, Spring 2010)*
- *[He] is a very intelligent, respectful and unbiased man. I love that he has instilled a new found cultural sensitivity in me on other students this course spread my mind (EDU 430, Spring 2005).*
- *The classroom was always a very pleasant and comfortable place. I felt welcomed, appreciated and accepted (EDU 203, Fall 2009)*
- *We had discussions about race in an open forum that allowed us to express our ideas, thoughts and feelings respectfully toward one another. The teacher was great at facilitating those discussions and making sure we remained respectful (EDU 203, Fall 2009)*
- *[He] had the classroom environment very positive and he encouraged all the students to participate (EDU 203, Fall 2009)*
- *Clear focus on urban youth (EDU 306/606, Fall 2009)*
- *He was very serious and an advocate for urban learners (EDU 306/606, Fall 2009)*
- *Both the instructor and course were very inclusive. The requirement and open invitation to reflect on ongoing issues and themes was amazingly good. I want to thank you for this great opportunity and I am looking forward to taking another course with this sensitive, open-minded instructor. (EDU 200, Fall 2005)*
- *[Name] is knowledgeable about subject. Sense of humor. Flexible. Takes students opinions into consideration. Has a passion for teaching. Relatable. Approachable. Respectful of cultures and beliefs. (EDU 306 Fall, 2007)*
- *[Name] is extremely knowledgeable, an expert in his field, yet is consistently unassuming and approachable. His enthusiasm for education has been an inspiration, as has his commitment to social justice. (LAED 450, Fall, 2007)*
- *I thought that the course was the one in the UTP I learned the most from hands down. Attention to diversity, planning instruction and all other course standards were not just met but exceeded. The instructor was as entertaining as he was informative and should seriously receive some sort of award for teaching excellence as soon as possible. (EDU 606, Fall 2010)*

- *I love the programs focus on multicultural education. (2008 UTP Student Survey).*
- *It is also providing me with an education that focuses on multicultural students, communities, and families and how to best serve their needs. (2008 UTP Student Survey).*
- *Diversity among teachers. (2006 student survey).*
- *I think it does in many ways. I want to work with diverse student populations. I feel that it best prepares me for this and much more. I also want to work in a school where I am needed; I feel it provides me with the tools to use at any school. (2008 UTP Student Survey).*
- *The program provides a realistic view of what it will be like teaching in an urban setting (2008 UTP Student Survey).*
- *I feel the course work has exposed me to a culturally sensitive teaching approach. (2008 UTP Student Survey).*
- *I particularly enjoy the emphasis on the urban teaching experience, i.e., diversity training and exceptionality training. (2008 UTP Student Survey).*

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G (12) The institution systematically evaluates the effect of faculty on candidate’s performance and fosters faculty professional development.

Systematic Evaluation of the Effects of Faculty on Candidate Performance

Various means, methods and sources of information are used regularly to systematically evaluate the effects of faculty on candidate performance. These include Instructional Improvement Questionnaires (IIQ’s) administered each semester, candidate completer electronic portfolios, and periodic UTP student and alumni surveys as described below.

IIQ’s. Given the evidence already provided in sections G(7-11) that UTP faculty provide high quality instruction by modeling best practice using varied strategies and understanding of diversity to prompt critical thinking, it is clear from the Metropolitan State Instructional Improvement Questionnaires (item #20) that faculty have had a positive effect on candidate performance. IIQ item 20 asks: *“How much have you learned in this course?”* and UTP students’ responses over the past 19 semesters have averaged 1.91 with a range of semester averages from 1.28-1.96 (N=2800; Rating Scale: 1=Exceptional Amount, 2=Very Much, 3=Much, 4= Some, and 5= Little).

In other words, this evidence shows there is consistency between the degree to how much candidates feel they have learned (i.e., 1.91 = between “Very Much” and “Exceptional Amount”) and the quality of instruction

they feel they have received (i.e., 1.63 = between “Very Good” and “Excellent”). In addition to the statistics, students from time to time write anonymous comments on their evaluations that illustrate the effect faculty have had on their performance as sampled below:

- *I learned a ton. (EDU 306/606, Fall 2009)*
- *I believe the instructor/course really prepared us/me for student teaching & to be the best teacher I can be. I learned so much that can help me at student teaching. (EDU 481, Fall 2008)*
- *I would like to thank you for educating me about education. When I lived in Birmingham in 1966, I had a teacher named Mrs. Parker. She was a teacher that everyone was afraid of because she was very tough and serious. She turned out to be the best teacher that I would have for the next forty years. You passed her on my list. The similarities of you and her are incredible. You both carried yourselves with confidence, and demanded respect from your students. You showed the same respect that you demanded. You both expected things to be done right, which forced your students to focus. (EDU 600, Fall 2008)*
- *I feel much better prepared to be a teacher. The information is very practical and relevant. (SSED 301/450, Spring 2005).*
- *[Name] has been extremely motivating this semester. The fact that he is not only an exceptional teacher and mentor but that he also listens to and applies suggestions from his student makes him and his practices someone who I hope to emulate in my own teaching practices... an amazing professor. (LAED 450, Fall, 2007)*

Student eFolios. Another system for evaluating the effect of faculty on candidates’ performance is the use of a [mission- and standards-based rubric](#) during candidates’ presentation of their electronic portfolios at the time of program completion. Candidates are expected to provide and reflectively describe evidence of meeting the UTP mission and 10 Standards of Effective Practice from both coursework and student teaching. ([See a list of sample of eFolios for review.](#))

Student and Alumni Surveys and unsolicited feedback. Data from periodic surveys of UTP students, alumni and their employers also demonstrates systematic evaluation of the effect of faculty on candidates’ performance. Information from these sources is provided below.

Quotes from Student Surveys

- *It has met my needs by giving me the education and experience that I need to be successful in the Minneapolis, St. Paul public schools. (2010 Student Survey)*
- *It has refreshed skills. As one of the rare people in the program that needed the content coursework and not the education coursework, this is hard for me to judge. I feel that the classes have refreshed skills and asked me to think about concepts/skills/techniques in which I am familiar, but may not use on a daily basis. I think that the program has given me greater sensitivity to my urban learners. (2010 Student Survey)*

- *The Urban Teaching Program is successful in meeting my needs in that I will be ready to teach and I think better prepared than many other 1st year teachers based on the curriculum content. (2008 Student Survey)*
- *The UTP has provided me with tools to effectively teach students in urban schools. I have seen the effectiveness. (2008 Student Survey)*
- *It has facilitated my relationship with schools, and the community programs that I will be involved with throughout my teaching career. My classes have been enriching, stimulating, and meaningful to my development as an urban educator. I have acquired friendships with fellow classmates, who may someday be colleagues. I feel prepared to bring what I have learned into the classroom, and teach young minds effectively. (2008 Student Survey)*
- *The Urban Teacher Program has been meeting my needs by preparing me to become the best teacher I can be. (2008 Student Survey)*
- *I feel like I am prepared to work with urban learners... I am better at anticipating their needs, and I am understanding the cultural differences that exist in the students expressions compared to mine. UTP has been a great vehicle for becoming an urban teacher... (2008 Student Survey)*
- *The program solidified what for me was an existing commitment to the education of city kids. I feel grateful to have been trained in the diversity of issues facing these urban learners. Given my training, my knowledge base, and my experiences in urban classrooms, I feel confident that I can walk into any classroom in the metro area as a strong candidate. (2008 Student Survey)*

Data and Quotes from Alumni Surveys

Alumni Survey Item	2010 Survey	2007 Survey
To what degree do you feel you were prepared to achieve the vision of the Urban Teacher Program? <i>(Vision: The Metropolitan State University Urban Teacher Program (UTP) will prepare diverse, reflective, and resilient teachers who are outstanding in their commitment and ability to meet the needs of historically and currently underserved urban learners, schools, and communities.)</i>	40.0% "To a great extent" 55.0% "Mostly"	56.5% "To a great extent" 13.0% "Mostly"
To what degree do you feel you were prepared to meet the mission of the Urban Teacher Program? <i>(Mission: To empower urban teachers with the content knowledge, pedagogical skills, urban field experiences, and professional dispositions needed to improve the educational achievement of historically and currently underserved urban learners and to advocate for their right to receive a high quality education.)</i>	25.0% "To a great extent" 70.0% "Mostly"	39.1% "To a great extent" 34.8% "Mostly"
To what degree do you achieve the following guiding principle of the Urban Teacher Program? <i>I expect and demonstrate respect for urban learners, their development, their families and their communities with "unconditional positive regard" and a focus on their assets and resiliency.</i>	70.0% "To a great extent" 10.0% "Mostly"	56.5% "To a great extent" 30.4% "Mostly"

Alumni Survey Item	2010 Survey	2007 Survey
<p>To what degree do you achieve the following guiding principle of the Urban Teacher Program? <i>I nurture critical thinking, intellectual curiosity, and knowledge about the subjects that are taught to urban learners while modeling passion for life-long learning.</i></p>	85.0% "To a great extent"	54.5% "To a great extent" 36.4% "Mostly"
<p>To what degree do you feel you are meeting the Standards of Effective Practice?</p> <p>(Note: The survey asked about each of the 10 separately but the responses are aggregated here for summary purposes)</p> <p>*22% of alumni respondents stated "I'm not teaching" in response to this item</p>	Between 72-78% of teaching respondents* selected "To a great extent" or "Mostly" in answering this question for each standard.	Between 82-95% of teaching respondents* selected "To a great extent" or "Mostly" in answering this question for each standard

- Thank you! The teaching staff at Metropolitan State and specifically the UTP was entirely professional and on top of current expectations and policies in real world school districts. Nothing came as a surprise to me as a new teacher. I found myself much more prepared for an urban school than tenured teachers coming from suburban school districts. I felt comfortable and had a strong "toolbox" to help me through my probationary teaching years. I am currently at the U of M working on my reading license and I feel that although the professors are excellent they are more detached from the actual school room than my professors at the UTP. Thank you for being relevant and preparing me for success! (2010 Alumni Survey)*
- Due to the Urban Education Program, I have been considered... not only highly qualified, but have also met several of my level two professional credential in California with out having to attend future professional development classes. (2007 Alumni Survey)*
- I feel that I was well-prepared in the UTP at Metro state U. My employers have been very happy with me, especially in terms of my resiliency as a teacher and also in terms of how well I am reaching our population of mostly African American students. In the two years that I have been at this school, our students have improved dramatically in test scores and in accomplishing school work. I am proud of my students and I am proud of being a teacher! (2007 Alumni Survey)*
- I found the Urban Teacher Program to be a boon to my pedagogy and the students I serve. (2007 Alumni Survey)*
- My program at Metro put a great deal of emphasis on reflection and examination of personal attitudes in preparation for leading an urban classroom. I have felt, for the most part, very well prepared to handle my job as an urban teacher due to this emphasis. My greatest asset as a brand new teacher is my ability to have a respectful relationship with each student. I also learned a lot about planning that has been important each day at school. Classroom management is a constant challenge and I'm glad to hear that the UTP has added an entire course dedicated to this issue. (2007 Alumni Survey)*

- *While I am in a 3rd ring suburb our demographics are changing rapidly as people move out of the city. The coursework provided by the Urban Teacher Program has provided me an "edge" over some of my peers who do not know/understand some of the issues that our students bring to our building or face in their lives. (2007 Alumni Survey)*
- *I can sincerely say that I am VERY happy with the Urban Teaching Program. I have worked with teachers from many other colleges, including the very expensive colleges, and those teachers are not prepared to help urban students. Any misbehavior, they want to kick them out. Any kids that are lower in math or reading find them somewhere else. When I tell teachers I volunteered and student taught in St. Paul/Minneapolis Schools they are shocked and asked me why I would do such a thing... and some of these teachers are working with urban kids and I don't believe they have the empathy and compassion that I developed from being in the Urban Teaching Program. (2007 Alumni Survey)*
- *When I first left the Urban Teacher program, I was concerned about my ability to effectively teach in a classroom because I had not student taught. However, I had worked with an AmeriCorps program in the Twin Cities which really helped develop my strengths. Looking back, I feel like I am, for the most part, a very competent and learned educator. I find it interesting that as I enter my final semester in a master's program, I already know much of what is being taught because I've already learned the material at Metro. (2007 Alumni Survey)*
- *Thank you for all your help and guidance both in class and throughout my student teaching and after. Your instruction and insight has served me well in the development of my approach to teaching. (2-1-11 unsolicited email from a fall 2010 social studies licensed program completer who was hired mid-year at Southwest High School in Mpls)*
- *See [unsolicited email](#) from a fall 2010 Licensed Program Completer who was also hired to teach in spring at a local charter school in St. Paul.*
- *See [email from a licensed science program completer](#) who shares feedback from his principal on his first performance review.*
- *See [unsolicited letter from a licensed science program completer](#) who was one of the first UTP alumni and is now pursuing a Master's degree in Social Work.*
- *See [unsolicited letter from a licensed elementary education program completer](#) who is now pursuing a Master's degree in Social Work.*

Metropolitan State Fosters Faculty Professional Development

Metropolitan State fosters faculty professional development in a variety of ways, including:

- IFO professional development funds—In accordance with the Interfaculty Organization (IFO) Contract, all resident faculty have access to \$1,300 per academic year to be used for professional development including workshop and conference participation, journal subscriptions, and book purchases.

- College Faculty Improvement Grants—In addition to IFO funds, resident and community faculty also have access to apply for College of Professional Studies Faculty Improvement Grants up to several hundred dollars per year. Like IFO funds, faculty improvement grants can be used to support presentations at conferences or research efforts.
- Department sponsored attendance at MACTE and AACTE—In each of the past three years, it has been a part of the UTP’s budget to make it possible for UTP faculty to attend the annual series of MACTE (Minnesota Association of Colleges of Teacher Education) meetings and congresses. Also, the UTP has the support of our college dean to always have representation at the annual American Association of Colleges of Teacher Education (AACTE) conference.
- Workshops and Faculty Conferences—The Center for Teaching and Learning at the university offers bi-annual faculty conferences in which UTP faculty have participated. Other workshops offered by various entities at the university and attended by Education faculty have included information technology workshops, on-line learning D2L workshops, prior learning workshops, advising workshops, community-based learning workshops, GLBT Ally training, and Anti-Racism workshops among others.
- Guest Lectures and Cultural Activities—Throughout the year, the university offers more than two dozen guest lectures, panel presentations, artistic performances, and cultural activities for the university faculty, staff and students and in which UTP faculty have often participated.

Resident faculty are required to submit Professional Development Plans in accordance with the IFO Master Agreement ([Article 22](#)). Faculty members are then expected to produce yearly professional development reports that document their efforts toward (1) *Effectiveness in teaching and other assigned duties*, (2) *Scholarly activity*, (3) *Professional development*, (4) *Contributions to student growth and development*, and (5) *Service to the university and community*. As part of requirements for tenure and promotion in the university, faculty members must submit professional portfolios that document their work and progress on those five criteria in the IFO Contract. Six of the seven current faculty members in the UTP have received promotion and tenure since the last MnBOT site visit in 2004 (and others in the Exhibit Room) which document faculty professional development in meeting criterion #3 for tenure and promotion. ([See the table in section G\(4\) for links to faculty portfolios and Professional Development Reports.](#))

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G(13) The unit's faculty demonstrates knowledge, skills, and dispositions which model best professional practices, assessment, and scholarship

Please see responses above for sections G(1), G(4), G(7), G(8), G(9), G(10), and G(11) which provide evidence for how UTP faculty demonstrate knowledge, skills, and dispositions related to the UTP Vision, Mission, and Guiding Principles that models best professional practices, assessment, and scholarship. Additional evidence is provided in the exhibit room.

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Subpart 5H: For Institutional Governance

H (1)	The professional education unit is clearly identified and has primary responsibility for all programs offered at the institution for the licensure of teachers and other professional school personnel.
H (2)	Responsibility and authority for teacher preparation programs are exercised by a defined administrative and instructional unit, for example a department, division, school, or college education.
H (3)	The unit is directly involved in the areas of faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; and curriculum decisions, evaluations, revision, and the allocation of resources for institution activities.
H (4)	The administrator of the defined unit is authorized to submit licensure program proposals for Board of Teaching approval and is responsible for administering licensure programs.
H (5)	The administrator of the defined unit is authorized to recommend for teacher licensure candidates who have completed the institution's teacher preparation programs.
H (6)	School faculty, candidates, and other members of the professional community are actively involved in the unit's policymaking and advisory bodies.
H (7)	The unit has a long range planning process that is regularly monitored to ensure the ongoing vitality of the unit and its programs, and the future capacity of its physical facilities.
H (8)	The unit has sufficient financial resources and institutional support to sustain teacher preparation programs.
H (9)	Facilities, equipment, and budgets are adequate to support the unit's mission and goals.
H (10)	Candidates and faculty have access to books, journals, and electronic information that support teaching and scholarship.
H (11)	Candidates and faculty have training in the access to current education-related technology.
H (12)	The unit has sufficient faculty and administrative, clerical, and technical staff to ensure consistent delivery and quality of programs.
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H (1) The professional education unit is clearly identified and has primary responsibility for all programs offered at the institution for the licensure of teachers and other professional school personnel.

H (2) Responsibility and authority for teacher preparation programs are exercised by a defined administrative and instructional unit, for example a department, division, school, or college education.

The professional education unit at Metropolitan State University is the Education Department (more commonly known as the Urban Teacher Program-UTP). The UTP is located [within the College of Professional Studies](#), and is the defined unit at Metropolitan State that has primary responsibility and authority for **all** teacher licensure programs including the following [undergraduate](#) and [graduate programs](#):

- Two academic majors (B.S. Urban Early Childhood Education and B.S. Urban Elementary Education)
- Six undergraduate and graduate licensure programs approved by the MN Board of Teaching that supplement or are equivalent to relevant academic majors or minors, including:
 - [Early Childhood Education](#) (birth-grade 3, undergraduate only)
 - [Elementary Education](#) (preK-grade 6, undergraduate only)
 - [Communication Arts & Literature](#) (grades 5-12, undergraduate and graduate)
 - [Life Science/General Science](#) (grades 5-12, undergraduate and graduate)
 - [Mathematics](#) (grades 5-12, undergraduate and graduate)
 - [Social Studies](#) (grades 5-12, undergraduate and graduate)
- One minor in English as a Second Language
- A Graduate Certificate in Urban Secondary Education Teacher Preparation
- A Graduate Certificate in Urban Special Education to begin in 2011-12

In addition, the Urban Teacher Program expects to receive MnSCU approval soon for a graduate certificate in English as a Second Language that has already been approved through faculty governance at the University.

The UTP is preparing to submit Requests for Initial Program Approvals (RIPA) to the Board of Teaching in May 2011 for the following three high-need/high-demand licensure programs that have already been approved by the University:

- English as a Second Language (K-12)
- Special Education: Learning Disabilities (K-12)
- Special Education Emotional & Behavior Disorders (K-12)

Furthermore, the UTP is planning to develop master's degrees options in the next couple years for graduate certificate completers seeking initial licensure as well as for teaching professionals and others who have an interest in urban education. The UTP also expects to collaborate with the Natural Sciences Department to develop new undergraduate science major proposals for university/MnSCU approval, and the UTP will then submit Requests for Initial Program Approval (RIPA) to the BoT for each of the following disciplines: Chemistry (9-12), Earth & Space Science (9-12), and Physics (9-12).

Proposal to become a School. During fall semester 2010 the University Provost initiated a new [Reconfiguration Task Force](#) where discussions occurred regarding whether or not the structure of academic units (i.e., colleges, schools, centers, departments) at the university should change given vacancies in three dean positions and his position as interim Provost. The Task Force was charged with developing criteria for various University entities such as the difference between departments and schools or colleges, and recommending any reconfigurations of colleges or units within colleges.

Since the Urban Teacher Program/Education Department has grown tremendously over the past several years and expects to continue expanding, and since the UTP has an Executive Director (this administrative position is usually associated with the structure of a school rather than a department at Metropolitan State), the UTP has presented [a proposal to become a new School of Urban Education](#) in order to further solidify and clarify the identity of the UTP within the institution and beyond. Since the Department has submitted its proposal, the Provost and many members of the university community have spoken very favorably in a variety of public settings about the opportunities of the UTP becoming a School. A recommendation by the Provost and a decision by the President are expected before the end of spring semester 2011, and the department expects to be elevated to the status of a School of Urban Education.

Governance Structure and Consultative Support

While the Department has a clear, organizationally-defined structure as the primary authority for the governance and curriculum of Metropolitan State's teacher licensing programs, there is a degree of complexity in its collaborative and consultative relationships among other units in the University (see Table below). This inter-college and intra-college collaborative structure is common to many

universities, and the UTP appreciates the supportive relationships established with other units over its past decade of existence.

In particular, the complexity of undergraduate secondary education programs exists in the fact that they are dually identified as licensure programs in the UTP and as content area teaching majors in the College of Arts and Sciences (CAS). There is also an Early Childhood Studies major in the Psychology Department that does not result in licensure but requires several of the same courses required by the UTP for Early Childhood Education majors and a licensure recommendation. (See [the combined ECE-ECS Fact Sheet](#) to help students understand the similarities and differences between the two Early Childhood majors).

Major	Department where Major is Housed	College where Department is Housed	Responsibility and Authority for Licensure
Urban Early Childhood Education B.S.	Urban Teacher Program/Education Department	College of Professional Studies	Urban Teacher Program/Education Department
Urban Elementary Education B.S.	Urban Teacher Program/Education Department	College of Professional Studies	Urban Teacher Program/Education Department
English Teaching B.S.	Literature & Language	College of Arts and Sciences	Urban Teacher Program/Education Department
Life Sciences Teaching B.S.	Natural Sciences	College of Arts and Sciences	Urban Teacher Program/Education Department
Mathematics Teaching B.S.	Mathematics	College of Arts and Sciences	Urban Teacher Program/Education Department
Social Studies Teaching B.S.	Social Science	College of Arts and Sciences	Urban Teacher Program/Education Department
Graduate Certificate in Urban Secondary Education Teacher Preparation G.C.	Urban Teacher Program/Education Department	College of Professional Studies	Urban Teacher Program/Education Department

Students in the four undergraduate secondary teaching majors—B.S. English Teaching, B.S. Life Sciences Teaching, B.S. Mathematics Teaching, and B.S. Social Studies Teaching—have dual advising by their major advisors in the College of Arts and Sciences to meet graduation requirements and their UTP faculty advisor to meet program and state requirements for licensure¹.

The [UTP Organizational Flowchart](#) shows that the Urban Teacher Program is housed in the College of Professional Studies and faculty members are supervised by the CPS Dean. This chart clearly shows that the UTP is the organizational unit with primary responsibility and authority for teacher licensing programs at Metropolitan State University whether their associated degree programs are located in the College of Professional Studies or the College of Arts and Sciences.

The Department and the CPS Dean regularly consult with the Dean of the College of Arts and Sciences (CAS), undergraduate CAS faculty, and other faculty and staff of relevant services and programs of the university (e.g., Library Services) through the Urban Teacher Program Advisory Council (UTPAC). The UTPAC was established six years ago as a consultative body by the Inter Faculty Organization (IFO) with faculty representatives from all university colleges, departments and other entities with express involvement in supporting UTP teacher candidates. At present, faculty members include representatives from the CAS, CPS, and Library Services. The Deans of CPS and CAS as well as the UTP Executive Director attend as ex-officio administration members (see [UTPAC charge and allocated membership](#) clarified in 2005).

The participation of the College of Arts and Sciences faculty on the UTPAC reflect the close ties with CAS in that the secondary (grades 5-12) undergraduate teaching majors are housed within the CAS and that a content area methods faculty position is housed in the CAS (i.e., English Education). Collaboration reached a positive turning point in 2005 with discussions around a proposed [Memorandum of Agreement \(MOA\) with CAS regarding establishment of teaching majors](#), and addressing questions about governance and advising. The MOA was ultimately not needed because faculty were able to come to agreement without such formality, and there have been no questions about governance of undergraduate majors since. Majors were renamed² to be easily distinguishable from pure content majors, and they were coded in the university database with education fields. A faculty representative

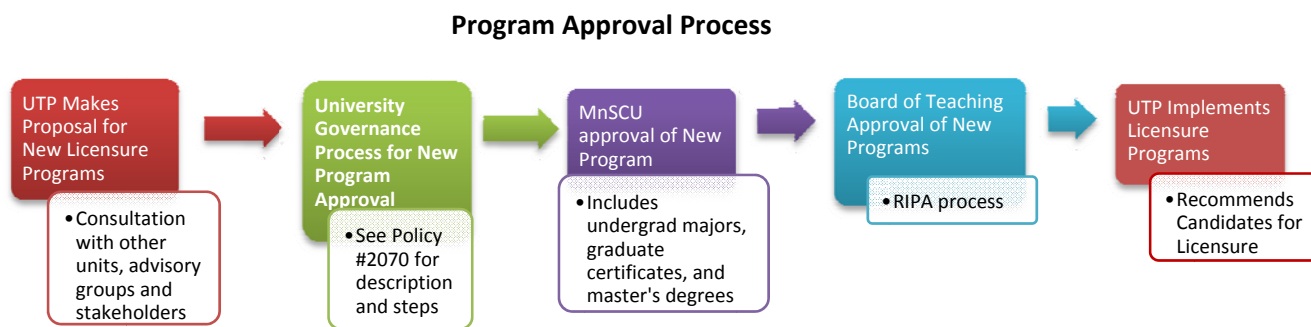
¹ The list and qualifications of these individuals can be found in subparts 5G-2 (faculty) and 5E-1 (advisor) of this report.

² Original majors were titled Biology, English, Applied Mathematics, and Social Science with teaching track concentrations. Coding of these original majors and distinguishing them from students in those disciplines who were not pursuing teaching was very problematic for the assessment system and advising.

from the Psychology Department is also a member of the UTPAC to reflect the close ties between the Urban Early Childhood Education major/licensure program in the UTP and the Early Childhood Studies major in the Psychology Department.

Academic Program and Course Approval Processes at Metropolitan State

The UTP has direct academic governance for its programs and courses at both the undergraduate and graduate levels through the Metropolitan State faculty governance structure (see figures below).



The figures above show how both the Program Approval Process and Course Approval process start with proposals that emanate from the Urban Teacher Program and progress through the University’s approval process. See links below to the following university policies and procedures that describe in detail the approval process of new programs and courses, starting with the department. Examples of each process emanating from the UTP are also provided further below in sections describing these approval processes for undergraduate and graduate level programs and courses.

- [Academic Programs—New Program Approval process University Policy #2070](#)
- [Academic Course approval process—University Procedure #251](#)

Approval and Governance of Undergraduate Programs and Courses. UTP faculty has full responsibility for the bachelor’s degrees and licensure programs in early childhood education and elementary

education, as well as primary responsibility for licensure programs in secondary education while CAS departments have responsibility for the four bachelor's degrees for content teaching majors. Since the last BoT site visit in 2004, a bachelor's degree and licensure program have been approved in elementary education, and an ESL academic minor has been approved. See example below of the most recent approved undergraduate program.

➤ [Proposal](#) and [Approval](#) Documentation for minor in English as a Second Language

Content area majors for teaching in secondary schools were also approved through the MnSCU process for redesigning existing majors. Up until 2005, the majors for secondary education students were B.S. Biology, B.A. English, B.S. Mathematics, B.A. Social Science each with a concentration designation of "secondary education" because these concentrations were variations of the existing majors in those disciplines before teacher licensing programs existed at the University. Due to problems with accurately coding and thus monitoring and advising candidate performance, the UTP and respective departments in the College of Arts and Sciences worked together to change the names and degrees of secondary teaching majors to include: B.S. English Teaching, B.S. Life Sciences Teaching, B.S. Mathematics Teaching, and B.S. Social Studies Teaching. While students can declare an undergraduate teaching or education major, they still must apply for admission to the UTP and meet all of the admission requirements as described in section [D\(2\)](#) and [D\(3\)](#) of this Report. Decisions about candidate admission to the UTP are made by the UTP based on the established criteria that were developed in consultation with the UTPAC several years ago.

The UTP also has full responsibility for the curriculum, scheduling and staffing of all EDU courses as well as all content methods courses which have the following prefixes: LAED (language arts education), MAED (mathematics education), SCED (science education), and SSED (social studies education). See example below of documentation of some approved courses.

➤ [New reading courses for Elementary and Early Childhood Education](#)

Approval and Governance of Graduate Programs and Courses. Since the last BoT site visit in 2004, a graduate certificate program for 5-12 licensures was approved and implemented in 2007, and a graduate certificate just received final MnSCU approval in February 2011 (see documentation below).

- [Proposal](#) and [Approval Documentation](#) for Graduate Certificate Urban Secondary Education Teacher Preparation

- [Proposal](#) and [Approval Documentation](#) for Graduate Certificates in Learning Disabilities and Emotional/Behavioral Disorders
- Example: Proposal and Approval of Graduate Course Proposal [EDU 600: Principles of Urban Education](#)

UTP faculty have sole responsibility and authority for the Graduate Certificate in Urban Secondary Education Teacher Preparation licensure program serving post-baccalaureate students who are seeking licensure in communication arts and literature, life science/general science, mathematics, or social studies. The program is coordinated by a UTP faculty member serving as the Post-Baccalaureate Graduate Coordinator who works with other faculty with expertise in respective licensure areas to review post-baccalaureate candidates' prior knowledge and determine what courses are needed for licensure. The UTP Post-Baccalaureate/Graduate Program Coordinator also makes the final decision about admission to the UTP although the Department works with the Metropolitan State University Office of Graduate Studies which facilitates graduate student entry into the University by processing the application for graduate study at the university, admission application fee, university admission coding, official transcripts from previous institutions, etc.

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H (3) The unit is directly involved in the areas of faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; and curriculum decisions, evaluations, revision, and the allocation of resources for institution activities.

The Urban Teacher Program/Education Department and its faculty at Metropolitan State are directly involved with the various areas listed in this standard as described below.

Faculty Selection, Tenure, Promotion, and Retention Decisions

Resident Faculty Selection. UTP faculty members are directly involved in the selection of all full-time resident faculty and staff positions for the unit. Members of the department have chaired and served on all faculty and staff searches for the department itself since its inception. UTP faculty members have also participated on searches conducted for CAS faculty positions designated to work with the Urban Teacher Program. Since 2004, the Department has been involved in the following faculty and staff searches and hires:

- three UTP resident faculty hires in mathematics education (Rose Chu, 2004), elementary education (Emma Duren, 2007) and special education (Manuel Barrera; rehired in 2008 after having left in 2006);
- two Executive Director hires (Nadya Parker 2007, Barbara Washington 2010)
- five staff searches including UTP Field Experience Coordinator (Victor Cole, 2005), UTP Academic Advisor (Monir Johnson 2004 then Taslima Khaled, 2006), UTP Recruiter (Kristine Ramos 2005 then Katherine Beecham 2007), Office Administrative Specialist (Nakati Kakosso, 2006)
- faculty hires in CAS departments of Natural Sciences, Social Sciences, and Mathematics to support the UTP and to advise content teaching majors through graduation

Community (Adjunct) Faculty Selection. The Department Chair and Executive Director are responsible for hiring community faculty to teach courses offered by the Department that are not taught by resident faculty. Resident faculty with experience teaching such courses are often consulted. Community faculty hired to supervise student teachers are selected the same way, often in consultation with the UTP Field Experience Coordinator. All new community faculty instructors are selected with the intent of hiring prospective instructors with significant experience in urban schools and communities who are committed to the Department's mission and guiding principles.

Tenure, Promotion and Retention. Education department faculty members housed in the College of Professional Studies are directly involved in tenure decisions for all faculty within the college. Department faculty members are directly involved in accordance with the IFO contract and university procedures. Metropolitan State University's and the Education department's implementation of Article 22 of the [IFO contract](#) allows for indirect involvement of Education faculty in decisions about retention and promotion through the professional development planning process. Presently, all unit faculty members have received tenure (except one who will be eligible to apply for tenure next academic year), and several have received promotions. This procedure is paralleled for content area faculty involved with the Department who reside in the College of Arts and Sciences.

Recruitment of Candidates

Recruitment to the Urban Teacher Program occurs through a variety of efforts that include collaboration and coordination with university admissions counselors who also help with outreach to prospective students. Resident and community faculty have been involved in some of these efforts, and recruitment has been discussed at various department meetings over the years. As described in subpart D(1) and D(4) dealing with candidate recruitment, the Education department has engaged in a variety of recruiting efforts. In particular, between 2005 and 2009, the UTP hired its own recruiter, which was a rare exception to the university practice of having general university recruiters rather than program-specific recruiters. UTP faculty served on those searches. Furthermore, in 2010-11, UTP faculty and staff met and worked with university recruiters, admission counselors, cultural coordinators, and the Dean of Student Affairs to begin developing a more coordinated plan for recruiting and supporting diverse teacher candidates consistent with the UTP Vision, Mission and Guiding Principles. Such partnership efforts were necessary in the absence of a program-specific recruiter for the UTP and given a restructuring of the Student Affairs Division at the University.

Curriculum Decisions, Evaluations, and Revision

As is described above in previous sections H(1) & H(2) regarding organizational and academic governance, the UTP/Education department is directly involved in proposing, approving, and revising of all courses and programs offered by the Department. All such program and curricular decisions must first be discussed and approved through the department before college and university approval is sought. UTP faculty members have been represented in the last three years in each of the standing IFO committees that make course and program approval decisions at the university level: CPS Curriculum Committee (Rose Chu, Chair; Paul Spies, Chair), Academic Affairs Committee (Rosa Fagundes, Nadine Haley), and Graduate Programs (Manuel Barrera, Paul Spies).

The Allocation of Resources for Institution Activities

The UTP Executive Director in consultation with the Department Chair develops the budget with the Dean of the College of Professional Studies. The Dean of the College of Professional Studies is the administrator of the overall budget including salaries, community faculty contracts, consulting contracts, in-state and out-state travel, and departmental expenditures. The Executive Director oversees the details of departmental expenditures in collaboration with the Department Chair and works with the Dean to assure efficient management of the budget.

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H (4) The administrator of the defined unit is authorized to submit licensure program proposals for Board of Teaching approval and is responsible for administering licensure programs.

Once a new licensure program has been approved internally by the CPS Dean and the Provost, the UTP Executive Director and Department Chair are authorized to submit licensure program proposals for Board of Teaching approval. The UTP Executive Director and Department Chair are also responsible for administering the UTP licensure programs which includes budgets, space, class schedule, staffing, planning, and collaborations.

H (5) The administrator of the defined unit is authorized to recommend for teacher licensure candidates who have completed the institution's teacher preparation programs.

The UTP Field Experience Coordinator, Victor Cole, serves as the University's Licensure Officer for recommending candidates to the Board of Teaching who have completed the UTP. He submits recommendations for candidate licensure on behalf of the UTP as authorized by the Dean of the College of Professional Studies and UTP Executive Director. Victor Cole and Department Chair Rose Chu have completed the MN Board of Teaching/Educator Licensing required training for recommending teacher candidates for licensure.

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H (6) School faculty, candidates, and other members of the professional community are actively involved in the unit's policymaking and advisory bodies.

The Urban Teacher Program at Metropolitan State University enjoys a significant amount of collaboration from public school teachers and other members of the professional community. As the UTP licensure programs have changed and grown over the past several years, the nature of how school teachers and other members of the professional community advise the UTP has also changed and grown.

Advisory Bodies

Joint Steering Committee. The UTP Joint Steering Committee (JSC) is a collaborative partnership that began in 2001 and originally included the three MnSCU institutions chartered by the Legislature in 2000 to develop an urban teacher education program (i.e., Metropolitan State University, Minneapolis Technical and Community College, and Inver Hills Community College), the Minneapolis and St. Paul school districts and both Minneapolis and St. Paul teacher federations. Leaders from each of these seven institutions met regularly until 2007 as the new UTP was getting established.

In the fall of 2005, the UTP organized a major community event on preparing urban teachers involving some 100 members of the professional community along with UTP faculty, staff and students called “[From the Urban Community to the Urban Community: Preparing Teachers for Urban Learners.](#)” Participants sat in small groups at various tables and rotated among various stations where different questions were asked. The format of the event generated much involvement of those who attended and excellent [small group responses](#) to the questions posed. [Participants rated the event](#) very positively, and many volunteered to be more involved in advising the UTP and helping it achieve its mission.

Following the 2005 event and as the JSC and UTP evolved, representatives from other community colleges and of the urban community were invited to join the JSC ([see 2007 member list](#)). The JSC is reconvening during the late spring and summer of 2011 to provide advice and counsel regarding achieving the UTP Mission, the UTP Long-Range Priorities/Plan for 2011-2020, new program development, and planning of the UTP’s 10-year Celebration in fall 2011.

Program Specific Advisory Groups. Since 2007, the JSC has been supplemented by advisory groups to specific programs. Urban educators and other members of the community are involved in partnership with the UTP and serve on the UTP’s various advisory bodies. The Urban Teacher Program at Metropolitan State University is strengthened by feedback from urban P-12 educators, teacher candidates and other members of the professional community. Advice from these groups has been helpful as specific programs have either gone through the PEPER process as existing programs (i.e., Early Childhood and four Secondary Education programs) or through a process of development and approval as new programs (i.e., Elementary Education, ESL and Special Education).

- ❖ [Communication Arts & Literature Advisory Group](#) (PEPER)
- ❖ [Early Childhood Education Advisory Group](#) (PEPER)

- ❖ [Elementary Education Advisory Group](#) (RIPA)
- ❖ [Life Science/General Science Advisory Group](#) (PEPER)
- ❖ [Mathematics Advisory Group](#) (PEPER)
- ❖ [Social Studies Advisory Group](#) (PEPER)
- ❖ [Early Childhood & Elementary Education Advisory Group](#) (post-PEPER)
- ❖ [Secondary Education Advisory Group](#) (post-PEPER)
- ❖ [ESL Education Advisory Group](#)
- ❖ [Special Education Advisory Group](#)

Active involvement of professional educators and community members in advising the UTP's specific programs has occurred in a variety of ways. For example, Early Childhood and Elementary Education faculty members have worked together and convened several meetings of professionals involved in educating young children ([see meeting notes](#)). UTP Secondary Faculty have surveyed professional educators who serve as community faculty in the Program, and met with them to discuss program and student strengths and areas for improvement ([see 5-12 Advisory Group survey and meeting results](#)).

Urban Teacher Program Advisory Council (UTPAC). The UTPAC, as previously described above in part H(2), involves several faculty representatives from other colleges, departments and related university services (i.e., Library Services, Online Learning). Through this council the Education Department receives advice and feedback from colleagues for improving and enhancing the program as it intersects with the needs and interests of other programs. The [composition of the UTPAC](#) includes faculty members from other colleges directly or indirectly involved in secondary education majors (College of Arts and Sciences), early childhood and elementary education (Psychology department's Early Childhood Studies program), or any future programs that may involve collaboration with additional colleges and departments.

Participation of Teacher Candidates/Alumni. Participation of teacher candidates on the UTPAC has been solicited, but actual participation has not occurred consistently over the years in large part because Metropolitan State University is a commuter campus with a working-adult student base and evening classes. Most UTP students are challenged to find the time to complete required field experience hours. Lack of participation in the UTPAC is mirrored by the dormancy of the [UTP Student Organization \(UTPSO\)](#) which also provided advice to the UTP in its first several years of operation. Efforts are regularly

made to reach out to students and encourage their involvement with UTP advisory bodies and promoting student organization within the department.

Because student feedback has been an important part of the UTP's success, evolution, and improvement every year since the UTP began in 2001, the UTP has tried other means to get students involved in providing advice to the faculty and staff on how the UTP can improve and better meet students' needs. One way has been through listening to student feedback when they come to campus for individual and group advising sessions, during class sessions, or during the final meeting as they are being recommended for licensure. Feedback from candidates in these settings is often shared among UTP faculty and staff. Another form of student feedback has been systematically gathered via paper and [on-line surveys](#) and is incorporated as part of the UTP Assessment System for continuing improvement. See links below for feedback provided by teacher candidates in recent surveys:

- **African-American Teacher Candidate Focus Group.** A recent group advising/focus group session was specifically designed to address the needs of African American students who wish to become teachers. Hosted by Dr. Nadine Haley, students received information to support their pursuit of degree and licensure. Students shared experiences, clarified goals and discussed strategies related to institutional system navigation to ensure program completion. Candidates also provided feedback for UTP faculty and staff they believe to be important to reaching their goals. ([Discussions and Questionnaire Responses](#)).
- [Fall 2010 Student Survey Results Summary](#)
- [Spring 2008 Student Survey Results Summary](#)
- [Spring 2006 Student Survey Results Summary](#)
- [Fall 2005 Student Survey Results Summary](#)

The UTP has also attempted to survey alumni and their employers³ in recent years to get more feedback about program strengths and areas for improvement.

- [2010 Alumni Survey Results](#)
- [2007 Alumni Survey Results](#)
- [2007 Employer Survey Results](#)

³ No alumni who responded to the 2010 survey provided contact information for their employers/supervisors so the survey was not administered.

Policymaking: Community College Articulation Agreements

Faculty and administrators from local community colleges as well as the University's College of Arts and Sciences have been actively involved with policymaking by helping to create or update articulation agreements over the past several years. These articulation agreements facilitate candidate admission and transfer of credits to meet university degree and UTP licensure requirements. The number of articulation agreements has doubled since 2004 and all can be viewed by clicking on the linked agreements listed below:

- ❖ [Minneapolis Community and Technical College \(MCTC\)](#) articulation agreement
- ❖ [Inver Hills Community College \(IHCC\)](#) articulation agreement
- ❖ [St. Paul College](#) articulation agreement
- ❖ [Century College](#) articulation agreement

Other articulation agreements are being sought with at least three other institutions that have expressed an interest in creating a pathway for their students to attend Metropolitan State's Urban Teacher Program.

Partnerships/Collaboration

In addition to advisory groups and articulation agreements, the UTP has sought and established partnerships or collaborations with external school districts and community organizations as well as internal programs and departments of the University. Many of these collaborations are described in [Subpart C](#) of this report in relation to Field Experiences, but some of these partnerships are described briefly below as they have informed the work and thinking of the UTP in an informal advisory capacity. In essence then, these relationships serve to advise the UTP and help the Program think about how it is striving to achieve its mission and goals along with making sure its curriculum matches the current needs of urban teacher candidates and schools.

St. Paul Public Schools—UTEP. For the past several years, Metropolitan State joined other MnSCU institutions in the Urban Teacher Education Partnership (UTEP) with St. Paul Public Schools. The Collaborative not only provided a mechanism for the placement of students seeking practicum and student teaching opportunities within the district, but it was an opportunity for district educators to inform and advise university staff, faculty and administrators about the needs of students, teachers and

schools in St. Paul. After many successful years, the UTEP was recently discontinued due to budget constraints and retirement of its coordinator.

Minneapolis Public Schools--Office of Equity and Diversity. UTP staff and MPS Office of Equity and Diversity staff met in the spring of 2010 to discuss needs of MPS students as well as UTP students while sharing our common missions, current efforts, and possibilities for future collaboration.

Robbinsdale School District. In 2010 the UTP Chair, Field Experience Coordinator and a faculty member met with several district officials on different occasions to explore developing a stronger partnership including mutual opportunities for professional development, increased student teaching and practicum placements, and new program development. The initial concepts of the partnership were discussed in a phone meeting ([see notes here](#)). With this emerging partnership, district educators will have many opportunities to serve in an advisory capacity for the program.

Minnesota Minority Education Partnership (MMEP). [MMEP](#) is a nonprofit collaborative, founded in 1987, that seeks to increase the success of Students of Color and American Indian Students in Minnesota schools, colleges, and universities. Over the years, UTP faculty, staff and administrators have been very involved in MMEP activities serving on the Board of Directors, helping to plan conferences, participating on research committees, and writing publications. This work of this collaboration informs and advises the UTP on the most current state of students of color in Minnesota and what is being done to increase their success.

Comunidades Latinas Unidas En Servicio (CLUES)—The Executive Director of [CLUES](#), Jesse Bethke Gomez presented the opportunity for UTP to join the “[Learning Together Partnerships](#)” along with Saint Paul Public Schools, Latino Consent Decree, Roseville School District and the Walter’s Wish Mentoring Program. *Clues’ mission is to “enhance the quality of life of the Latino community in Minnesota.”* At the UTP department meeting, December 15, 2009, Director Gomez discussed the opportunity for collaboration ([see presentation here](#)). The opportunity is for UTP teacher candidates to conduct field experiences through the Learning Together Partnerships at CLUES.

Center for Community-Based Learning. The [Center for Community-Based Learning](#) (CCBL) is a formal center of the University providing opportunities for students, faculty, and staff in “being responsible citizens and partners in the community . . . through internships and courses which provide a meaningful experience for the participating community, organization or business and the student.” The CCBL has

been a longtime [resource for UTP pre-admitted and admitted students](#) in need of finding urban-based schools, programs, and community agencies for early and on-going educational field experiences required for entry and continuation in the UTP. Especially for new students engaged in our pre-professional or initial graduate level seminars, the CCBL has been able to support our students in securing individual, small, or large group-based tutoring and teaching locations as they work to complete admission requirements in their early courses within the program. CCBL staff members work with UTP students, faculty members, and Field Experience Coordinator to facilitate our students' participation in innovative reading or after school programs, especially for new students beginning their involvement in schools and other educational settings. The results of this on-going collaboration have been appreciated by UTP students, faculty and staff.

Ethnic Studies Department (in the College of Arts & Sciences). Since 2004, the UTP has identified the need for additional pre-professional study by our prospective teacher candidates in understanding the racialized nature of U.S. society on its effects on children and on the educational system. As a result, the UTP decided to include a requirement of an Ethnic Studies course for admission of students into teacher candidacy. This decision prompted an important collaboration with university colleagues in the Ethnic Studies Department. Working with these faculty members, a [range of courses in Ethnic Studies](#) were identified that students could take while also completing General Education/Liberal Studies requirements that could prepare UTP candidates for success as admitted candidates. In recent times, the UTP has [met with the Ethnic Studies Department](#) to discuss experiences and perspectives with the requirement as well as other potential areas for collaboration, including graduate education.

Social Work Department (in the College of Professional Studies). The Social Work Department, in many respects, mirrors the framework of the UTP in its focus to prepare social workers committed to serving the diverse cultural and linguistic communities of the urban metropolitan Twin Cities. The department employs a cohort model and has consistently enrolled approximately 50% students of color in its program. As a well-established program with its own requirements for professional accreditation, the UTP has benefitted greatly from the experience and mentoring of the Social Work faculty members throughout our early years as an emerging new program. Many of the Social Work faculty members have served as formal and informal mentors of the UTP faculty in supporting us through the tenure and promotion process. Indeed, during the early years of the UTP, one of the senior Social Work faculty members, Dr. Mary Martin, served as the UTP's first Executive Director (2002) leading the program in many of its early organizational and leadership tasks. In spring of 2010, the UTP consulted in a more

formal way with the Social Work Department to learn of their experiences and procedures for recruiting, mentoring, and graduating diverse social work professionals committed to an anti-racist and multicultural framework of service to diverse urban families and communities. This discussion provided the UTP with valuable insight and renewed commitment to our efforts in recruiting and retaining diverse teacher candidates committed to an urban education framework of service to historically under-served children and youth. This collaboration continues through many of the joint committees and taskforces in which UTP and Social Work faculty members participate ([see meeting agenda here](#)).

Psychology Department (in the College of Professional Studies)

The Psychology Department is home to the Early Childhood Studies (ECS) major that shares several courses with the UTP Urban Early Childhood Education major/licensing program. Psychology faculty member Heidi Frankard coordinates the ECS major, works with the UTP to publish [a joint brochure](#) explaining the two degree options at Metropolitan State related to early childhood, and serves on advisory groups for the UTP including the UTP Advisory Council. A new version of the brochure is underway to reflect the changes to the Urban Early Childhood Education curriculum as result of new reading legislation this fall.

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H (7) The unit has a long range planning process that is regularly monitored to ensure the ongoing vitality of the unit and its programs, and the future capacity of its physical facilities.

The Urban Teacher Program/Education Department has engaged in strategic planning since its inception in 2002 and formalized a long-range planning process in 2006-2007. The process includes regular opportunities to monitor the ongoing vitality of the UTP and its programs related to its vision, mission, guiding principles and long-range plan. Parts of the process take place on an annual basis and involve various stakeholders to help shape and systematically monitor the direction and viability of the program within the university.

Alignment of Purposes and Priorities. The UTP's annual goals and long-range plans have been driven by the [UTP Vision, Mission and Guiding Principles established in December 2005](#) after feedback from stakeholders and eight months of revisions. This document is also aligned with the College of Professional Studies and University mission, goals and objectives (see [Comparison of University, College,](#)

[and Unit Missions and Goals](#) and the [University Work Plan FY11](#) which includes the Urban Teacher Program in several sections). This alignment is important because it helps ensure that UTP priorities receive proper attention at the College and University levels when decisions are made about allocating finite resources. Such alignment is also an important part of the strategic planning process that the President is going to pilot with the university for the next three years ([see November 2010 memo from the President](#)).

Long-Range Planning Process. Every five years the Urban Teacher Program establishes its long-range priorities for program growth and improvement related to its [Vision, Mission and Guiding Principles](#). These priorities were established to focus and guide the work and resource allocation for the program. The process for establishing the long-range priorities begins with brainstorming and drafting a set of goals and priorities within the Department. Once these are agreed upon as a draft for sharing with internal and external stakeholders and advisory groups, then the long-range goals and priorities are established and regular monitoring occurs.

The first document bulleted and linked below outlines the monitoring process with intentional action steps that occur at strategic times throughout any given year. The second document bulleted and linked below provides a timeline showing how often the long-range priorities and plan for the UTP are developed and monitored. On the same timeline is when key external assessments and accountability reports are due that inform/reflect long range plans and planning.

- [Monitoring Process to Ensure the Ongoing Vitality of the UTP and its Programs](#)
- [UTP Long Range Planning Process Timeline \(2004-2016\)](#)

Evidence of the Process. Sample evidence of the long-range planning process is provided in various documents linked below that are listed in reverse chronological order with the most recent sample evidence listed first.

- [Draft UTP Long-Range Priorities \(2011-2020\)](#)
Developed by the faculty and staff of the Education Department, and is in the process of getting reviewed by stakeholder and advisory groups for their input.
- [Urban Teacher Program Long-Range Priorities Monitoring Grid \(2006-2011\)](#)
Represents the annual monitoring process outlined in above section.

- [FY10 University Plan](#) included the following statement:
 “Strategy 1: Plans for a dedicated, state-of-the-art science building at Saint Paul campus, to support academic plans to prepare scientists and science/mathematics teachers for Minnesota’s future” (p23). The UTP Long-Range priorities for establishing additional science licensure programs are aligned with the University’s long-range plans for a new building.

“Strategy 1.2: Prepare young people to enroll in higher education ready for college-level work by working with schools and other organizations.” The University’s Plan states that the Urban Teacher Program will continue to work with Metro area schools to produce excellent field experiences for UTP students and excellent graduates. This is in alignment with the University’s internal goals for UTP.
- [2009-10 UTP Department Priorities](#)
 Represents setting of goals at the beginning of an academic year.
- [2007-08 UTP Department Goals and Priorities \(YR End Assessment\)](#)
 Represents discussion at final department meeting/retreat of the academic year when achievement of goals for the year was assessed.
- [September 2007 Memo from Executive Director and Chair to Dean](#)
 Identified and prioritized staffing needs for FY09. The first two of three needs were approved for that year.
- [2007-08 UTP Department Goals and Priorities](#)
 Represents setting of goals at the beginning of an academic year.
- [Draft UTP Long-Range Priorities 2006-2011 for Stakeholder Feedback](#)
 The draft that was shared with stakeholder groups in the fall of 2006 after the UTP faculty and staff agreed the draft priorities for years 5-10 of the program (2006-2011).
- [May 2006 Department Chair Memo](#)
 A proposal for filling two unanticipated vacancies along with existing vacancies and connecting them to long-range planning priorities.
- [October 2005 Dept. Chair Memo](#) and supporting data of [EDU Course Offerings by Semester & Analysis of FTE Needs](#)
 Example of the case being made by a department chair of the need for more staffing based on current and projected number of courses/credits needing to be taught for existing and new programs. While the request for more faculty positions was not approved, the Dean at that time did approve hiring of another office administrative specialist, continued hiring of a recruiter, and eventually an executive director.

- [Prioritized Goals for the Department \(2005-06\)](#)
Represents setting of goals at the beginning of an academic year before the establishment of the UTP Vision, Mission, Guiding Principles or Long-Range Planning Process
- [Education Department Goals for Improving 5-12 \(Nov 2004\)](#)
Represents goals for improving original secondary education licensure programs that resulted in establishment of newly approved teaching majors and clarified processes for dual advising as well as the role of the UTP Advisory Council.

As demonstrated in documents linked above, outcomes from the process of determining and monitoring long-range plans for the UTP can be found in several examples. Most notably, strategic hiring decisions and resource allocations have been made as a result of such planning and monitoring. For example, one important addition to the unit since the last BoT Site Visit is that the UTP has had an Executive Director since January 2007 as a result of the long-range planning process which identified program leadership as a priority (at that time) over hiring additional faculty. Another example was the decision to search for a faculty member with expertise in special education rather than fill a vacancy for a generalist in secondary education since the UTP had plans to develop a special education licensure program. A third example relates to the allocation of resources to support the development of a P-12 curriculum resources collection described below as an update of progress related to standard H(10).

Evidence of systematic monitoring of the effectiveness of the UTP and its long range plan also exists in the Legislative Reports that were a requirement in the legislation which created the program in 2000. These reports are prepared by the department chair and executive director in collaboration with 2-year partners Minneapolis Community and Technical College and Inver Hills Community College. It is reviewed and submitted by the Dean, Provost and President to the MnSCU office which then reviews the report and submits it to the legislature in the spring. Sample legislative reports are linked below:

- [2008 Legislative Report \(FY07\)](#)
- [2007 Legislative Report \(FY06\)](#)
- [2006 Legislative Report \(FY05\)](#)

Current proposal to ensure the ongoing vitality of the unit and its programs. Recent development and uncertainties at Metropolitan State University regarding the reconfiguration of academic units has prompted the UTP to be proactive in advocating for its future needs. As mentioned in sections H(1)-H(2) of this report, the Provost convened a Reconfiguration Task Force in the fall of 2010 to recommend if any changes should be made to colleges, schools, and departments. This opportunity came about in

part as a result of three dean positions which will become vacant at the end of the 2010-11 academic year. The UTP presented a [proposal to become a School of Urban Education](#) within the College of Professional Studies on November 30, 2010 and expects to gain the status of a School when the announcement of the President's decision is made this spring. See [Provost's Recommendation \(3-16-11\) for Reconfiguration of Academic Affairs that includes the UTP becoming a stand-alone School of Urban Education](#) (see pg 10 and Attachment D).

Current proposal to ensure the future capacity of UTP physical facilities. The University strategic planning process has also resulted in a [Master Plan](#) for the university which addresses the increasing needs for additional classroom and office space as the institution continues to grow. The "95% Draft" Master Plan has been [presented to the university community](#) and has several sections including [Sect 4 Proposed Framework for Site Development](#) and [Sect 5 Proposed Framework for Building Development](#) and a [Proposed Schedule](#). The following excerpts from the Master Plan explain the status and proposals for the Minneapolis and Midway sites:

Minneapolis Campus

Before 2002, Metropolitan State University had a highly visible facility at 8th and Hennepin in downtown Minneapolis. In 2002, having outgrown these facilities, Metropolitan State relocated its Minneapolis site to the newly expanded MCTC campus and entered into a new co-location arrangement wherein Metropolitan State leases space from MCTC. Since that time, both Metropolitan State University and MCTC have experienced significant enrollment growth which has put a great deal of pressure on the site in terms of scheduling classes; housing faculty, staff, and student services; accommodating parking for both students and staff; and planning for the future. The co-location was further complicated by prospective and new students' inability to locate Metropolitan State facilities which were scattered across the MCTC campus and by Metropolitan State's diminished visibility in the West Metro area, which made branding and marketing more difficult.

As a result, Metropolitan State University has formulated another strategy for moving forward in the Minneapolis area. Based on a recognition of the practical limitations of Metropolitan State's current Minneapolis campus, as well as our plans to phase out the Midway site as our largest instructional facility, Metropolitan State University will look for a new site in the West Metro area, initially to lease facilities in the short-term, and to achieve a permanent West Metro campus in the long term. This will enable the university to better control its destiny with regard to facilities, offerings, space availability, visual prominence, and access to the broader metropolitan population.

Midway Campus

The Midway Campus has been a key location for delivery of classes and instruction to Metropolitan State University students since 1995. Despite this long standing relationship, this site has serious disadvantages which the University must now address, including the challenges

of limited parking during the day, a lack of prominent visibility and relatively difficult access, all indicating the university would be better served by not renewing the lease in 2013.

The university has been concerned since the previous master plan that the Midway site was underutilized. The underlying causes were attributed to the challenging access despite its centralized location between Minneapolis and Saint Paul. This area, known as the Midway, occupies an old light industrial area and former railroad yard, and is isolated with confusing access via roads, including very poor mass transit connections. The facility also occupies a modern office building that is not clearly identifiable as a university facility and lacks the ability to establish a Metropolitan State University brand. Finally, although the University maintains 44 classrooms at the Midway site, it is beyond the ability of the site to help Metropolitan State accommodate the enrollment growth they are currently experiencing. Because of severe daytime parking restrictions, only a few daytime classes can be offered on this site. This prevents the University from fully utilizing the space they are leasing and also discourages the introduction of more aggressive and varied scheduling for their students.

Metropolitan State's current lease for portions of two buildings at the Midway site will expire in 2013. At that time, the University must find space to replace the 44 classrooms, academic support services, and dozens of offices currently housed on that site, as well as to accommodate continuing growth of undergraduate and graduate enrollments. At that time, classes, programs, departments, and personnel currently housed on the Midway campus will be redistributed. Although the precise plan is still being developed, the University expects that a major portion of these spaces will move to the new West Metro campus. This relocation, along with the relocation of many of the offices and classes currently being offered on the current Minneapolis campus, will provide the opportunity to develop a Metropolitan State University West Metro campus that is more easily accessible, that can be visibly "branded," and that allows efficient scheduling of classes for both daytime and evening students.

While the Master Plan has provided much clarity about the future physical facilities plans of the university to support its continued projected growth, it has also highlighted several uncertainties that directly impact the UTP. Two main uncertainties include the location of a "West Metro" campus to replace the current Minneapolis space co-located with Minneapolis Community and Technical College (MCTC) where the UTP was housed from January 2005 to August 2010. The lease of the Minneapolis space expires in December 2013. The university also does not plan to renew the lease which expires in June 2013 of the current Midway campus facility where the UTP is housed. These uncertainties have prompted the UTP to be proactive in advocating for its future facility needs as a distinctly urban program.

In particular, the Department submitted a [Memo to the University President, Provost and CPS Dean](#) in November 2010 that referred to this Board of Teaching standard for institutional approval and requested that its future location remain in the Minneapolis/St. Paul urban core whether at the new "West Metro" campus, the existing St. Paul campus, or a satellite campus in Minneapolis or St. Paul. The successful implementation of the Department's proposal to form a new School of Urban Education is a

part of this strategic thinking. In a subsequent November 2010 department meeting with the President, Provost and Dean as guests, the Department discussed its requests, concerns and needs related to location to support its primary urban focus. Of additional importance to the Department are the needs for accommodating growth of the program and to maintain departmental cohesion as a unit. Additionally, there is the need for a space that will have the quality and presence to attract the diverse students, staff, faculty, communities and partners necessary to the continued development of the program.

In December the President sent a [message to the university community](#) with an update on West Metro Planning and [the charge](#) to the group she is convening called the “West Metro Planning Taskforce.” Two members of the Department (Paul Spies and Victor Cole) have been selected by their unions as representatives. Thus, the Department is and will be actively engaged in these discussions in order to secure the location best suited relative to its strategic needs as a teacher licensure program of urban education.

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H (8) The unit has sufficient financial resources and institutional support to sustain teacher preparation programs.

As explained in section [A\(1\)](#) of this report, the Urban Teacher Program at Metropolitan State University was initiated through a [legislative mandate](#). The legislature provided the university with an initial funding allocation to support the development of a program specifically designed to improve the demographic representation of urban teachers and academic preparation of urban learners. Since then, the UTP has not received specific earmarked funding from the state Legislature or MnSCU. During its first few years of operation, the UTP also received considerable financial support through generous grants provided by many foundations that were interested in helping a new urban teacher preparation program get started. Such funding specifically directed to the Urban Teacher Program has not been available to the faculty and staff for program development since 2005 because those were “start up” funds. The UTP has not benefitted for several years from large amounts of specifically-earmarked state or foundation funding sources as various other private and public colleges and universities enjoy while they engage in urban education or try to increase the number of teachers of color. Nevertheless, the

UTP has been sustained and has grown for a decade because it is supported as an institutionalized program of Metropolitan State and part of the University's base budget. Below, financial information about the Department is provided regarding its general operating budget along with additional outside funding to support student scholarships.

General Operating Budget

The [UTP general operating budget](#) is supervised by the CPS Dean and monitored by the UTP Executive Director with direct involvement by the UTP Department Chair. The budget includes resources for 9 resident faculty lines, an Executive Director, 2 administrative assistants, UTP field experience coordinator, UTP undergraduate advisor, community faculty instructors for teaching courses beyond resident faculty capacity as well to serve as university supervisors of student teachers, payment to cooperating public school teachers to serve as school site supervisors of student teachers and a minimal operations budget for supplies, memberships in professional organizations (MACTE and AACTE) and related Department representation at professional gatherings. Through creative allocation of these resources over time, the Department has also used its resources for needed areas of professional support such as a temporary recruiter, graduate assistants for support in data management, and temporary post-baccalaureate advisor.

The institution and administration has provided key support to sustain the fledgling UTP over the years because most new programs do not start with large student enrollments. There have often been times when the dean has agreed to support keeping low-enrolled classes from being canceled so that students could complete their programs since courses were only offered once per year and other alternative learning strategies were not appropriate for the subject matter. Now, most courses are offered two-three times per year to meet the needs of more students in the program. [See the institutional budget here.](#)

Scholarship Resources for Students

Due to the generous contributions of various foundations and private donors, 100 students in the Urban Teacher Program have received scholarships ranging from \$250-\$10,000 over the years and totaling \$292,463. (See a [summary](#) of this amount has been distributed over the years, over the different licensure areas and the list of funders.) Forty (40) percent of recipients have been candidates of color, and they have received 51% of all funds disbursed.

In the early years of the program, most of the money raised for scholarships was placed in endowments to ensure that urban teacher candidates could be supported over the long-term. However, since the last BoT site visit, an emphasis has been placed by the UTP and the University Development Office on soliciting financial support that can be provided to current students in immediate need. Data from our assessment system revealed that many candidates, including a disproportionate percentage of candidates of color, were deciding to graduate without student teaching because they cannot afford to go without income for up 12-15 weeks as adult learners with life and family financial obligations besides paying full-time tuition and fees. Thus, priority for many scholarship awards has shifted to support student teachers.

Institutional Support to Sustain the UTP

Institutional support, starting with the office of the President, has been an asset for the Urban Teacher Program since its inception as a new, high-profile program at the university in 2001. Despite turnover since 2004 in many of the key administrative positions in the University (e.g. new President, Provost and subsequent new members of her leadership team as well as the Deans of the College of Professional Studies and the College of Arts and Sciences), the UTP has remained supported by the administration and has become institutionalized as a high-profile, growing unit within the university.

Such administrative support has been crucial. Metropolitan State is a relatively new university (almost 40 years old) and the UTP is just ten years old. Unlike other public higher education institutions which have a much longer and sometimes founding tradition of teacher training, the UTP and University have had the challenge of implementing and supporting new teacher licensing programs in an era of high accountability without the initial infrastructure and understanding unique to teacher education. Often times, procedures and needs for teacher education programs are uncommon and complex at any university, and the UTP has had to work closely with dozens of personnel throughout Metropolitan State to gain their understanding and support of the Department's and its candidates' needs.

Over the past several years and to the present, the UTP has enjoyed the support of many key units and individuals throughout the university. Without such support to our students, faculty and staff, the UTP would not have been sustained as a fledgling program and would not have grown as it has over the past several years. While some requirements, practices and procedures are still needing to be better understood and followed throughout the institution as they relate to teacher education, the following

units and individuals in particular, among others, have provided invaluable and ongoing institutional support to the UTP and its students for which the department is greatly appreciative:

Colleagues throughout Metropolitan State who have Demonstrated Notable Support for the UTP

(This is not an exhaustive list)

Academic Affairs-- Alicia Serrioz, Barbara Keinath

Admissions—Mary Vang, Daryl Johnson, Monir Johnson (formerly), Lesia Hawkins, Steve Tatum (retired)

Career Services—William Baldus

Center for Academic Excellence—Jenni Runte, Sarah Hansen

Center for Community-Based Learning—Evelyn Rolloff, Jodi Bantley

Center for OnLine Learning—Michal Moskow, Nima Salehi, Guntis Dombrovskis, Mousumi Munmun

College of Arts and Sciences— Barbara Schulman, Tom O’Connell, Daryl Parks, Pauline Danforth,
Tabitha Hodhod, Julie Maxson, Pangyen Wang, Juan Estrada, Michael Green,
Axel Boldt, Cindy Kaus, Nantawan Lewis

College of Professional Studies—Donna Colburn, Valerie Geaither, Jill Beaulieu-Wilkie, Joseph Flores,
Heidi Frankard, Neal Thao

Communication Writing/Arts Department—Fred Carpenter

Cultural Coordinators—Stanley Hatcher, Santos Martinez, Peou Pin-Mene, Renee Beaulieu-Banks

Development— Maureen Acosta, Deb Vos

Facilities—Nancy Bagshaw-Reasoner

Financial Aid—Laura Jensen, Scott Glime

Financial Management – Dave Peasley, Joy Thao, Angelique Calotescu

Graduate Studies—Lucy Maghrak, Barbara Keinath

Human Resources – Carla Ballard

Institutional Research—Cynthia Devore

Information Technology—Anthony Larson, Lue Yang, May Thao, Ji Li, Jeremy Junttonen

Library Services—Martha Hardy

Online Orientation—Phyllis Webster

Registrar’s Office—Laurie Salin and Lori Page

Scheduling—Connie Keithahn, Barbara Yonekawa

Student Affairs – Cecilia Stanton

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H (9) Facilities, equipment, and budgets are adequate to support the unit's mission and goals.

Facilities and Equipment

In addition to strategic staffing projections, the UTP has undergone further transitions to new locations. In December 2004, the UTP joined other units from the University in co-locating its offices at Minneapolis Community and Technical College after the university did not renew its lease at our previous campus on 8th Street and Hennepin Avenue in downtown Minneapolis. The UTP accepted the move as an opportunity to collaborate more closely with one of its key partners as legislatively mandated, especially since MCTC enrolls a high percentage of students of color and first generation college students. In fact, student traffic in the UTP office increased and remained elevated compared to the number of students who visited the original UTP offices at 8th Street and Hennepin Avenue. Brand new facilities were constructed for the UTP office suite in the Helland Center building at MCTC, and most of the UTP courses over the past seven years were taught in the newly remodeled Management Education Center across the street from where the UTP offices were located.

However, in summer 2010, the program moved to the present Midway campus in St. Paul at 1450 Energy Park Drive because of a major demolition/construction project to be started in November 2010 by MCTC in the building where the UTP was housed. Even though the UTP staff and faculty only learned of the impending demolition at the end of spring semester 2010 by accident, concerns raised by the department were heard and respected by the university administration. In an unprecedented meeting where several members of the administration—including the President, two Vice Presidents, the Dean and others involved with facilities—came to Minneapolis during the last week of the term, the Department shared its concerns about the prospect of an inadequate and unsafe work environment if faculty and staff were forced to stay during the project which was scheduled to last for more than a year. The hurried move to new adequate facilities at the Midway campus was made possible because of administrative support for the UTP, especially in light of the fact that other options had been planned for the office suite where the UTP currently resides.

However, as mentioned above in section H(7), the move to Midway campus is only temporary owing to the University's future plans for a second main campus west of St. Paul and the impending expiration of the lease for the Midway space in 2013. Returning to the Minneapolis/MCTC campus is not planned as the lease for the Management Education Center will not be renewed when it expires in 2013. As also described above in response to standard H(7), presently there are discussions taking place in the

University for future locations as part of the University Master Plan and West Metro Taskforce, and it is expected that the UTP's urban mission and goals will determine its location of new offices and scheduled classrooms at a facility in the urban Twin Cities core of Minneapolis or St. Paul.

Budgets. The Department has support for adequate equipment and facilities in its budget and the budget for the university (see [department budget](#) vs [university budget](#) here). The University owns or leases space for classrooms at four campus sites where the Department is able to conduct classes (St. Paul—Main campus, Midway campus, Ford Parkway building; and at Minneapolis co-located with the Minneapolis Community and Technical College). A wide variety of classroom spaces are available including information technology-enhanced “smart” classrooms with state-of-the-art computers and media as well as computer and science lab space for associated curriculum. In addition, the university includes opportunities [for online](#) and [technology-enhanced curriculum](#) that university professors can use in the development of their courses.

All Department faculty and staff members are provided with their own office, an upgraded computer every three years, and information technology services. All faculty members, advising, field experience and administrative staff are currently located the Midway campus. The facilities in this location are specifically dedicated to the UTP and include duplication machines, secure student records, and a conference room for Department and related meetings. Most classrooms are “smart” and equipped with a computer, LCD projector, and VHS/DVD player along with a dry erase board, and a mobile smart cart can be reserved easily and delivered to classrooms by university Information Technology Services staff where such technology isn't available. Unlike the Minneapolis campus where the computer lab for students was in a different building, the Midway campus location offers students access to a computer lab that is just outside of the UTP office suite.

Finally, over \$1600 is allocated annually to purchase additional physical items related to education and teaching (article databases and other electronic resources do not come out of the allocation).

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H (10) Candidates and faculty have access to books, journals, and electronic information that support teaching and scholarship.

Resources through the library have been a major improvement since the time of the 2004 visit. Access to electronic and print literature as well as curriculum resources are primarily available through Metropolitan State University Library and Information Services: www.metrostate.edu/library

About The Library

Since the previous Minnesota Board of Teaching site visit for institutional approval, Metropolitan State University has built a new Library and Learning Center on the main St. Paul campus. The Library and Learning Center, which opened in May 2004, is a great asset to candidates, providing access to books, journals, reference sources, audiovisual materials and electronic information that support teaching and scholarship, as well as a wide array of facilities, professional staff and services. In addition, the Library and the Urban Teacher Program have created an extensive curriculum resource collection. Compared to the small room and library collection located next to the computer lab that served as the University's library services area for many years, the new St. Paul Library and Learning Center provides a wealth of resources and services.

Students, faculty, staff and community members heavily use the Metropolitan State Library with over 9800 people passing through the doors during a typical week throughout the academic year. Along with the Library, the Library and Learning Center facility contains the University Store (bookstore), the Center for Academic Excellence (tutoring and testing services), the Center for Teaching and Learning, the Gordon Parks Gallery (art gallery), the Student Lounge, the Ecolab Community Room (for events and conferences), eight classrooms and faculty offices. The Dayton's Bluff Branch of the St. Paul Public Library is also located on the first floor of the building.

Metropolitan State's Library includes the Archives and Special Collections room, nine study rooms, a quiet study room, comfortable seating areas and additional open study space spread across the first two stories of the building. The Todd and Martha Nicholson Information Commons on the first floor includes the print reference collection, sixty-five computer workstations dedicated for student use (plus fourteen workstations for community members, which can be used by students), with twenty-four additional student computer workstations on the second floor. In addition, students may check out laptop computers from the Information Commons. The entire building is equipped with wireless access. The Library is open ninety-five hours per week during the regular academic year.

A complement of more than twenty professional staff, plus student workers, endeavor to provide students, staff and faculty with the best possible collections and services. The Reference and Instruction Librarians are faculty members who regularly teach courses in Information Studies, notably Information Access & Research Methods (INFS 115), as well as courses on the history of books and publishing, social media, adolescent literature and more. They also provide Reference and Reference Services fifty-eight hours per week during the fall and spring terms. Our Technical Services staff purchase, receive, process and catalog all items in the Library's collection. Information Commons Associates offer expert computer assistance during every hour that the Library is open. Other staff provide essential circulation, reserves and interlibrary loan services.

Collections

In 2009, the Library adopted a new, user friendly interface for the library catalog called [MnPALS Plus](#), which inventories not only all of the items housed in Metropolitan State's Library, but also the collections of all libraries in the Minnesota State Colleges & Universities (MnSCU) system, plus many other libraries across the state. [MnPALS Plus](#) makes it easy for students and faculty to search for books, audiovisual materials, print journals and other items by keyword or subject, to place these items on hold, to renew items and to place interlibrary loan requests for items in other MnPALS libraries.

The Metropolitan State University Library, in conjunction with the Urban Teacher Program, has created a large Curriculum Collection, housed on the second floor of the Library on the St. Paul Campus. The Collection is specifically designed to provide students with access to practical classroom materials that are used in elementary and secondary classrooms in the school districts of the Twin Cities metropolitan area (especially Ramsey and Hennepin counties), from early childhood programs, preschool, kindergarten, and first through twelfth grades (K–12). The Collection includes books, videos, models, manipulatives and more. It also includes teacher resource materials such as activity books, lesson plan books for particular teaching units and curriculum guides. Students can check items out of the Curriculum Collection using their student ID card. As of December 2010, over 1100 items including only books, audiovisual materials, manipulatives, puppets, puzzles, games and more reside in the Curriculum Collection (see [A Guide to Searching the Curriculum Collection handout](#) and a [spreadsheet with an inventory of the many items in the Education Curriculum Collection](#) updated as of 2010). This inventory includes items in the Curriculum Collection, other books on education topics, audiovisual materials,

reference books, and more (please note the separate tabs on the spreadsheet). The Library's general collection includes another 2000 books and 200 audiovisual materials relating to education.

Teacher candidates and faculty also have access to the Dayton's Bluff branch of the St. Paul Public Library (SPPL) that is co-located in the Library Building. Via the Dayton's Bluff Library, education students and faculty have on site access to hundreds of children's books and can request thousands of books, videos and more via the St. Paul Public Library system, providing they have a library card with any public library system in Minnesota. Given the strength of the St. Paul Library's collection of children's literature - including books in many languages such as Somali and Hmong - and the convenience of sharing a building with a St. Paul Public Library branch, the Metropolitan State Library prioritizes building a strong collection of curriculum materials, as well as books and journals that focus on education as an academic discipline.

Research and Article Databases

The University has always designed its offerings and services to support non-residential students. In the Library, that tradition has been translated into an emphasis on electronic resources for students, which are easily accessed from any location, provided one has access to the Internet. Given that students take classes on multiple campuses and are geographically distributed throughout the Twin Cities and surrounding region, the Library licenses as many full-text, online periodicals as possible and subscribes to very few print periodicals. The Library also provides access to [core education and other article databases](#) in the following categories:

- Core Education Research Databases
- Selected Multi-Discipline Article Databases
- Selected Databases from Related Disciplines
- Selected Newspaper and Other News Databases
- Selected Online Multimedia Collections
- Research Databases for K-12 Students
- Electronic Books and Online Reference Collections
- Test Preparation Materials
- Bibliographic Management Tools

For a complete list of databases and other collections of online information resources, please see: <http://www.metrostate.edu/msweb/resources/library/database.php>.

Services

Reference and Research Services: Individualized reference and research assistance is available to students, staff and faculty seven days a week in-person at the Library or remotely via email, chat, or phone (http://www.metrostate.edu/msweb/resources/library/research_tools/ask.html). Reference and Research Services is open fifty-eight hours per week during the regular academic year. Reference and research assistance is provided exclusively by professional librarians with a Master's in Library and Information Science (MLIS) or the equivalent.

Interlibrary Loan Service: The Metropolitan State University Library obtains articles, books and videos that we do not own via our Interlibrary Loan Service from nearly any library in the United States at no charge to students, staff and faculty.

The Todd and Martha Nicholson Information Commons: The Information Commons is housed in the Library on the St. Paul Campus and includes computer workstations for students and community members alike. Computer help is available from our Information Commons Associates every hour that the library is open.

Emerging Technologies: The Library actively explores the use of emerging technologies in an academic setting and strives to provide students with access to equipment to support their academic needs and to prepare them for 21st Century modes of learning, information dissemination and publishing. In order to create multimedia content for class assignments, students may borrow flip video cameras and regular digital cameras. The Library is in the process of purchasing digital voice recorders and microphones, which students will be able to borrow. These devices can be used to create images for presentations, record interviews for research projects, record speeches and presentations before students do presentations, etc.

Liaison Librarian: The liaison librarian assigned to each academic program at Metropolitan State University supports learning and teaching by creating online guides to pertinent information on particular subjects, assisting faculty with literature searches, consulting with faculty on assignments related to library research and other information literacy skills, providing training on database searching and research methods, and more. The liaison librarian also selects items to build the collection to support each degree program and facilitates the purchase of materials recommended by faculty in the Urban Teacher Program. Faculty, staff and students may easily request purchase of materials for the

library using an online form: <http://tinyurl.com/metrostatelibrary>. The liaison librarian for the Urban Teacher Program also participates fully in the Urban Teacher Program Advisory Committee. Currently, the liaison librarian for the Urban Teacher Program is Martha Hardy in Library and Information Services.

Education Subject Guide: The liaison librarian creates online research guides to help students know where to start their research, guide them to reliable information sources, provide support for citing sources, and more. The Education Subject Guide is located at: <http://libguides.metrostate.edu/education>. The liaison librarian also creates research guides for specific classes in the Urban Teacher Program.

Intellectual Property: The Library serves as a crucial role in advising students, staff and faculty regarding matters pertaining to intellectual property. The dean of the Library (currently David Barton) serves as the Intellectual Property Officer for the University. On behalf of the University, the Library licenses Turnitin, an online tool to help instructors and students detect and document plagiarism (both intentional and inadvertent) in student writing. Most importantly, librarians and library staff educate students, faculty and staff about copyright, plagiarism, ethical use of information, how to properly cite resources, Creative Commons and more. It is especially important for education students to be informed of these issues as they develop curriculum and as they prepare to teach their future students to be responsible and ethical users, creators and publishers of all kinds of information.

Programming: Each year, the Metropolitan State University Library staff of the organize programming focusing on particular themes, such as intellectual freedom. In 2010, for example, we honored Banned Book Week by creating a display of books that had been banned or challenged in libraries, creating a Web site about Banned Book Week (<http://libguides.metrostate.edu/bannedbooks2010>). The Library also sponsored a very popular and well-attended Intellectual Freedom Panel Discussion that featured Pete Hautman (author of books for young adults and National Book Award Winner), Kristin Clark (Government Information and Regional Depository librarian at the University of Minnesota), and Raleigh Levine (Professor of First Amendment and Mass Media Law at William Mitchell College of Law).

Other Libraries: Students, staff and faculty can use their Metropolitan State library card to check out items from any other library in the Minnesota State Colleges & Universities (MnSCU) system (see <http://libraries.project.mnscu.edu/>). They may also check out books and videos from the University of Minnesota Libraries (<http://www.lib.umn.edu/>) by obtaining a special borrowing card. In addition, students, staff and faculty can use the University of Minnesota Libraries' physical and electronic collections onsite.

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H (11) Candidates and faculty have training in the access to current education-related technology.

All departments, colleges, faculty, staff, and students at Metropolitan State University receive support and training for education-related technology through the University's [Information Technology Services](#) (IT) Department and the [Center for Online Learning](#). The [IT department provides training](#) in a variety of basic skills workshops for students and staff, and the Center for Online Learning regularly offers [professional development workshops](#) for faculty in delivering online or technology-enhanced courses through the D2L platform as well as several [student resources for online study/courses](#).

A wireless network (established in 2004) currently exists on all related campuses of the University. This network provides access to the Metropolitan State "NetDirect Portal" and allows students and faculty to use current educational technology in a wireless environment. At the time of the site visit, the university is undergoing a major upgrade to technology called the [Butterfly Initiative](#) that will include training.

Teacher Candidate Access to Technology Skills

Participants in the Urban Teacher Program are required to complete a course, [EDU 383: Information Technology for K-12 Education](#). This course is designed to meet the updated MN Standards of Effective Practice related to educational technology ([2010 Technology Standards Alignment](#)). Additionally, EDU 383 is designed for students to prepare a required electronic portfolio that is submitted and presented to faculty as the final culminating demonstration of MnBOT and UTP standards for effective urban education practice. Although it is only a 2-credit course, EDU 383 is strategically placed to be taken soon after admission to the UTP. As such, teacher candidates are expected to make use of their technology skills throughout the bulk of their course matriculation and this course is designed to aid in that use. Additionally, teacher candidates receive opportunities to learn and practice appropriate technology skills and instructional integrations throughout the courses within the Program as well as in field experiences, including student teaching.

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H (12) The unit has sufficient faculty and administrative, clerical, and technical staff to ensure consistent delivery and quality of programs.

Faculty

The UTP delivers its current programs in urban early childhood education, urban elementary education, and urban secondary education (graduate and undergraduate). At present, the UTP is composed of 7 full-time resident faculty members listed in order of seniority at Metropolitan State: Paul Spies (2001), Nadine Haley (2001), Manuel Barrera (2002/2008), Rosa Fagundes (2002), Harriette Wilson (2003), Rose Chu (2004) and Emma Duren (2007). The number of full-time resident faculty has not increased since the initial Board of Teaching institutional approval site visit in 2004, but the number of community faculty in the UTP has increased dramatically (from 8 in 2004 to 40 in 2011) in order to help the UTP deliver its quality programs. In addition to dramatic growth in candidate admission and course enrollments, the UTP has needed to hire community faculty over the past four years as five of the faculty have either gone on sabbatical, taken medical leave, or left for employment elsewhere only to return. In essence, for each of the past four years, the UTP has worked hard to deliver and grow its programs with just 6 working resident faculty (during spring of 2009 only 5 were working as two faculty were on sabbatical that semester).

As stated elsewhere in this Report, over the past seven years, the UTP has become one of the fastest growing programs at Metropolitan State University. The Department has added (or is in the process of adding) six new programs and student enrollment has increased more than 400% from 74 admitted students in 2004 to 319 admitted students as of January 2011 ([see graph of growth in sect D\(1\)](#)).

Furthermore, there are 240 students who have declared one of the six teaching majors, but have yet to apply for admission to the UTP. In addition to its currently-approved programs, the UTP is poised to design and implement its long-range plan of offering ESL and Special Education licensure programs and sees significant demand for master's degree programs. Currently, two resident faculty members have Bilingual Education/ESL experience (Rosa Fagundes and Manuel Barrera), and one faculty member is an experienced Special Educator (Manuel Barrera).

While the UTP has hired many high-quality adjunct or "community" faculty members to help ensure the consistent delivery and quality of programs as evidenced in section [G\(6\)](#), there is still a significant need to hire additional full-time resident faculty. However, the UTP is not alone within the College of Professional Studies or University as a whole, and very few new faculty positions have been created at

the University in recent years because of tight budgets at the University and in the MnSCU system. Given this reality and the fact that enrollments in the UTP were not large up until the past three years, the Department was not allowed to search for two faculty positions that are vacant due to resignation and retirement.

For a time, resource management within budget constraints had been sufficient to maintain the Program and its responsibilities as a professionally-accredited program of teacher preparation. However, the administration and enrollments under which our program now operates is based on a capacity that has been surpassed since at least 2007. The growth of student enrollment and the need to expand new program offerings to meet basic demands has severely challenged the Department given the broader financial dilemma faced by the university and MnSCU within a recessed economy and reduced legislative funding.

Due to the growth of the UTP, the current Dean and Provost are now supportive of the Department beginning searches for the two vacant positions to partially meet the increasing demands. Because of the significant growth in elementary and early childhood enrollments and with the support of the current administration, the UTP plans to search for another Early Childhood Education faculty member in late spring 2011 and a new Elementary Education faculty member in fall 2011. The Department will look to the University's traditionally high level of support to find ways to meet the extensive opportunities for growth of the UTP with the impending launch of special education and ESL licensure programs as well as the necessary development of master's degree graduate programs. These growth opportunities will support the University in meeting its own express goals to double its enrollments to 20,000 by 2020.

In addition to UTP faculty, four faculty serve as content area coordinators in the College of Arts and Sciences to support the UTP either as undergraduate advisors to secondary education candidates majoring in their respective content area teaching majors (UTP faculty advise these majors about all matters related to program completion and licensure). One faculty member, Daryl Parks (Literature and Languages Dept), is a former urban secondary teacher in St. Paul Schools and he not only advises English Teaching majors but he also teaches methods courses and supervises student teachers. Julie Maxson (Science) has some non-licensed experience teaching in a charter school and advises science candidates while working with the Department to initiate new science licensure programs for eventual UTP consideration. Tom O'Connell (Social Science) was one of the founders of the Urban Teacher

Program and has served to advise many Social Studies teacher candidates. Pangyen Wang is the current mathematics coordinator, but other members of the Mathematics Department have served that role and advised UTP candidates regarding their major requirements.

Professional Academic Staff

Victor Cole (2005) is the UTP Field Experience Coordinator & Licensure Officer. He has been responsible for making or facilitating all field placements when students enter the Program through their culminating student teaching experience. Victor also advises all teacher candidates regarding required field experiences, student teaching, licensure requirements/process, and employment. He also verifies readiness to student teach, coordinates candidates' presentation their electronic portfolios required for program completion, and signing off on candidates' licensure applications. He is also a community faculty member teaching all sections [EDU 311](#) and [EDU 450](#) (now totaling six) along with student teaching seminars and several other courses in the past. Additional staffing for an Office of Field Experiences is a high need as necessitated by the growth of student enrollment in the UTP in recent years that exceeds the capacity of any one person to do all that is required for a Field Experiences Office.

Taslima Khaled (2006) is the UTP Academic Advisor. Taslima has primary responsibility for meeting with and advising prospective students who want to learn more about the UTP and who seek admission to the UTP. She coordinates the admissions process for all undergraduate candidates, and conducts Mandatory Orientation sessions for those students who meet requirements for program admission. Taslima also makes presentations at local community colleges, serves as the advising liaison for the UTP to the rest of the university, and coordinates monitoring of student academic progress. She is also a community faculty member teaching [EDU 203](#).

Barbara Schulman is the Academic Advisor in the College of Arts and Sciences assigned to work with prospective UTP students on general education and initial major advising. She works with College of Arts and Sciences faculty coordinators for UTP, and with Taslima Khaled and UTP faculty in the UTP's dual advising system. She also advises Social Studies Teaching majors, and represents the UTP at most university New Student Orientations each semester.

TBD. In response to the rapidly growing interest and enrollments of students in the post-baccalaureate licensure program and due to the fact that new faculty searches even for vacant positions were not being authorized, the department chair and executive director submitted a [Proposal to hire a fixed-term](#)

[Graduate Advisor/Database Manager](#) in May 2010. While it took some time for this position to be approved and the search to begin, partly due to the transition of leadership in the Dean and Executive Director positions over the summer, the [search began in January 2011 for an Academic Counselor/Database Manager](#). The search has now been completed and it is expected that the new hire will be appointed by the time of the BoT site visit in April 2011. The department expects to prove the importance of this position becoming permanent or at least renewed for another year by the time the year-long fixed-term appointment ends in spring 2012.

UTP Administrator

One of the strategic decisions made by the UTP, which was supported by its advisory groups and university administration in 2006, was the need for more administrative support. One main reason was that the UTP was located in Minneapolis but its administrator (i.e., the Dean of the College of Professional Studies) was located in St. Paul. Another main reason was that the administrative workload had exceeded the long-term capacity of any single faculty Department Chair despite working 60-80⁺ hours a week with additional reassigned time from teaching. Thus, a search was conducted in the fall of 2006 and Dr. Nadya Parker, a retired principal in St. Paul Public Schools, served as UTP Executive Director from February 2007 to summer 2010 when she resigned for personal reasons. Her recent departure in June 2010, following the departure of CPS Dean Carmen Coballes-Vega who accepted a new position at another university at the end of spring semester 2010, prompted the search for an interim Executive Director in the fall of 2010.

There was some question at first whether or not to search for another Executive Director just months before the Board of Teaching institutional approval report and site visit was scheduled. However, it was clear to the Department and University administration that the administrative needs of the UTP further exceeded the capacity of any single person serving as Department Chair. As a result, Barbara Washington, former Executive Director of the Center for Excellence in Urban Teaching at Hamline University, was hired as Interim Executive Director. A new search is expected within two years for a new Executive Director.

The UTP Executive Director serves as the local administrator for the UTP, directly reports to the Dean of the College of Professional Studies (CPS), and serves on the President's Cabinet. Dr. Daniel Abebe is serving as the current Interim Dean of CPS, in addition to his existing position as Dean of First College.

Clerical Staff

During the last BoT site visit in 2004, the UTP had one full-time office administrative specialist. Currently, there are two full-time Office Administrative Specialists in the Department, Lavina Wagner and Nakati Kakosso. In addition, the UTP enjoys the help of 1 to 3 student workers depending on the semester and availability of students receiving work-study as financial aid funding. All these staff members provide critical on-going support to students and other staff/faculty in the program.

Technical Staff

The UTP has also hired part-time graduate assistants and a consultant over the years to help fix and maintain the UTP database since 2005. The UTP Database has been a critical tool for the UTP Assessment System.

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