

# The Urban Teacher Program in the School Of Urban Education at Metropolitan State University:

Report to the Legislature

Minnesota State Colleges and Universities

February 2016



**Minnesota**  
STATE COLLEGES  
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# The Urban Teacher Program

in the

## School of Urban Education

Metropolitan  
State University



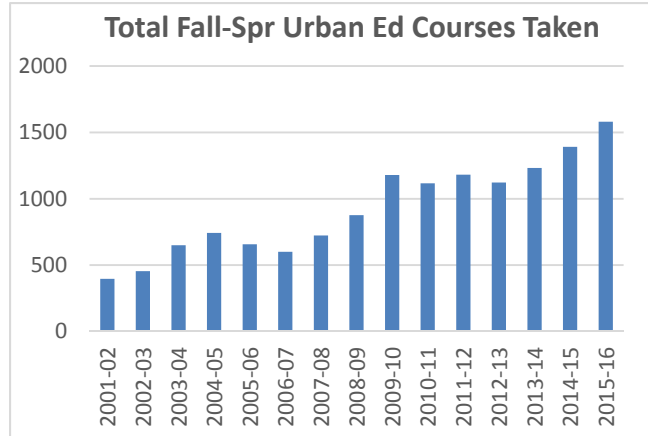
**A Progress Report to the  
Chairs of the Higher Education Finance Divisions  
of the Minnesota State Legislature**

**February 2016**

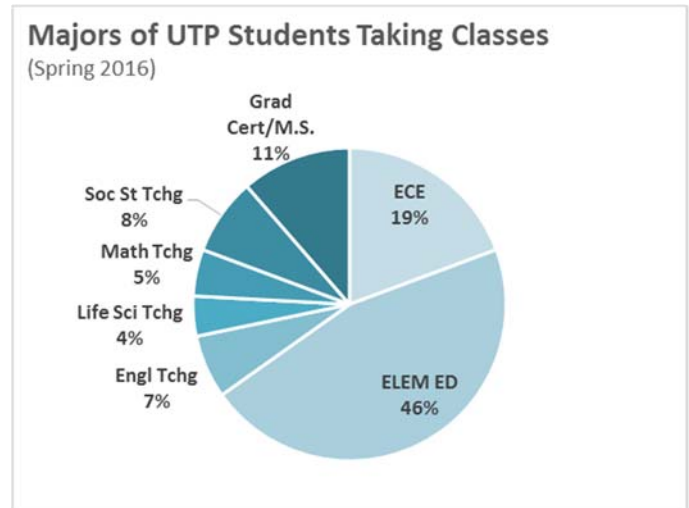
## Program Updates & Developments

- **ANNIVERSARY MILESTONE REACHED:** The Urban Teacher Program (UTP), housed in the School of Urban Education at Metropolitan State since 2012, is completing its 15<sup>th</sup> year of preparing diverse teacher candidates to meet the needs of the Twin Cities metro area.

- **CONTINUED GROWTH:** The number of students taking courses has increased 41% over the past five years from 335 students in 2010-11 to 472 students in the current 2015-16 academic year. The number of UTP courses taken by students has grown 42% over the same time period. The largest growth has taken place in Urban Elementary and Urban Early Childhood B.S. degree/ licensure programs and graduate programs. Such growth has occurred despite not having a designated program recruiter nor having access to special grant or legislative funding to support candidates with full or partial tuition scholarships and computers.



- **ACCREDITATION:** The six licensure programs listed below have continuing approval granted by the Minnesota Board of Teaching (BOT) in meeting licensure standards and continuous improvement expectations. As previously reported, the University also earned full continuing approval from the Minnesota Board of Teaching to offer licensing programs through 2018 as a result of the institutional approval report and on-site accreditation visit in 2011.



- B.S. Urban Early Childhood Education (Birth-Grade 3 licensure)
- B.S. Urban Elementary Education (Kindergarten-Grade 6 licensure)
- Urban Secondary Education (Undergraduate B.S. and Graduate (G.C./M.S.) pathways for Grades 5-12 licensure in one of the following subject areas)
  - Communication Arts & Literature
  - Life Science/General Science
  - Mathematics
  - Social Studies

- **PARTNERSHIPS:** During the 2015-2016 academic year, the School of Urban Education continues to work with various metro area community college partners including its original partners Minneapolis Community & Technical College and Inver Hills Community College and the other Metro Alliance community colleges. This includes reviewing, updating, or creating articulation agreements or memorandums of agreement that articulate coursework at 2-year colleges for transfer into various teaching majors at Metropolitan State.

The School of Urban Education has also strengthened partnerships with Minneapolis Public Schools, St. Paul Public Schools, and several diverse inner-ring suburban schools and districts. These partnerships have served to provide urban teacher candidates with invaluable urban classroom experience while also helping urban schools and teachers meet the needs of urban learners. They have also resulted in recruiting efforts of diverse paraprofessionals to enter the teaching profession. Increasingly, school districts are seeking partnerships with the School of Urban Education because of the diversity of our candidates and the preparation they all receive to meet the needs of diverse preK-12 learners.

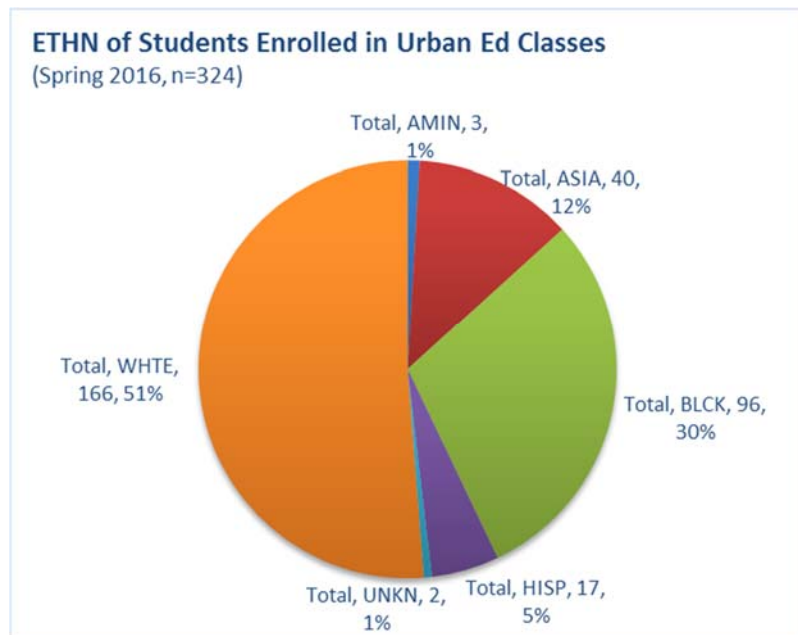
- **NEW PROGRAMS:** The School of Urban Education projects continued growth with the addition of new undergraduate programs in Chemistry Teaching, and Master of Science in Urban Education programs in five concentrations including ESL, Special Education, and Reading & Critical Literacies. Based on BOT recommendations and feedback on UTP's submission of new licensure programs in Special Education and English as a Second Language in 2014, the School of Urban Education is resubmitting clarifications and revisions pertaining to these programs in February 2016 to meet these field-specific demands in urban schools and districts. Two of the UTP's five master's degree programs in Urban Education programs are now offered (i.e., Secondary Education Teacher Preparation; Curriculum, Pedagogy & Schooling) with others expected in the coming academic year. In December 2015, the School of Urban Education graduated its first master's degree student, who had earlier completed a graduate certificate for secondary education licensure and had three courses remaining to earn the M.S. Urban Education. The B.S. Chemistry Teaching degree is approved and the licensure program is still under BOT review.
- **YEAR-LONG STUDENT TEACHING GRANT & PILOT PROGRAM:** The School of Urban Education was one of two MnSCU institutions that applied for and received a \$100,000 grant resulting from the 2015 Legislative Session to support year-long student teaching pilot programs. Metropolitan State's pilot is unique in that 80% of the grant is being used for student stipends to make it possible for diverse candidates with life responsibilities to afford the extended student teaching experience.
- **NEW LEADERSHIP:** The University successfully hired its first permanent dean for the School of Urban Education in spring 2015. Dr. René Antrop-González joined the School in June after the School was led and put on a path of growth and improved status by UTP faculty and former department chair, Dr. Rose Chu, who served as interim dean of the School since May 2013.

## Outcomes Related to the 2000 Legislature’s Target Expectation of the Program Enrolling at least 50% Students of Color

When the Legislature created the Urban Teacher Program in 2000, there was a severe shortage of teachers of color. Unfortunately, this shortage still exists. In Minneapolis, teachers of color represent only 16% of teachers with a student of color population of 67%, and in St. Paul teachers of color represent 17% of all teachers while students of color represent 77% of all students (Educators 4 Excellence, 2015). Some inner-ring suburban districts have even lower percentages of teachers of color with just as diverse student populations<sup>1</sup>.

Metropolitan State has become the institution of choice for many diverse teacher candidates in the Twin Cities when compared to overall enrollments in teacher preparation at private and public colleges and universities in Minneapolis and St. Paul with enrollments that remain predominantly white with the exception of a few specialized programs that receive extra funding. For example, recent alumna Moon Soe, the first licensed Karen teacher in Minnesota stated, “Metropolitan State is a very nontraditional school that is accepting of diversity. I felt like I belonged there and that I knew how to find support and resources that I needed.”<sup>2</sup> The School of Urban Education would like to develop recruitment strategies to entice even more candidates of color to seek admission in the Urban Teacher Program.

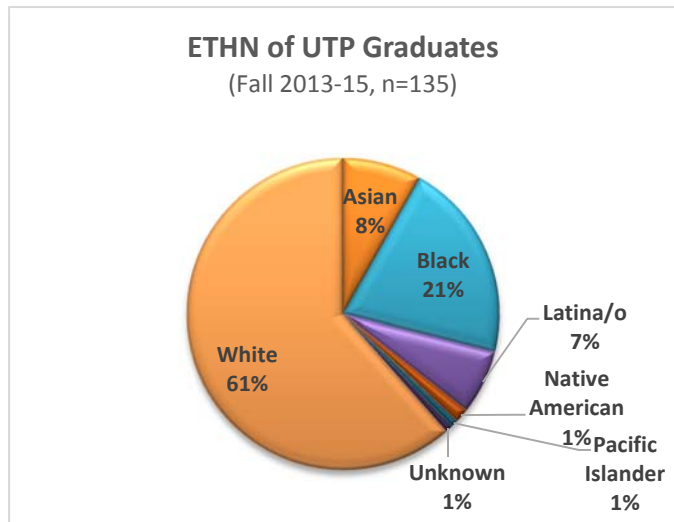
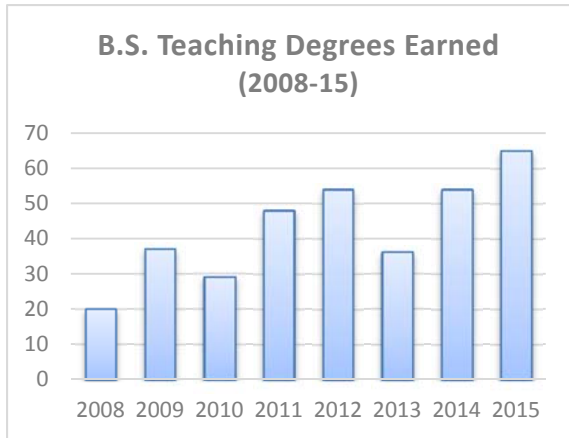
Metropolitan State is proud to report that (49%) of all students taking courses in the Urban Teacher Program are students of color and American Indian students. We have achieved this percentage without a designated program recruiter, enrollment quotas or being able to offer full scholarships; we have achieved this percentage through hard work, modeling our mission and legislative mandate, and word of mouth among our teacher candidates as well as K-12 and community college partners.



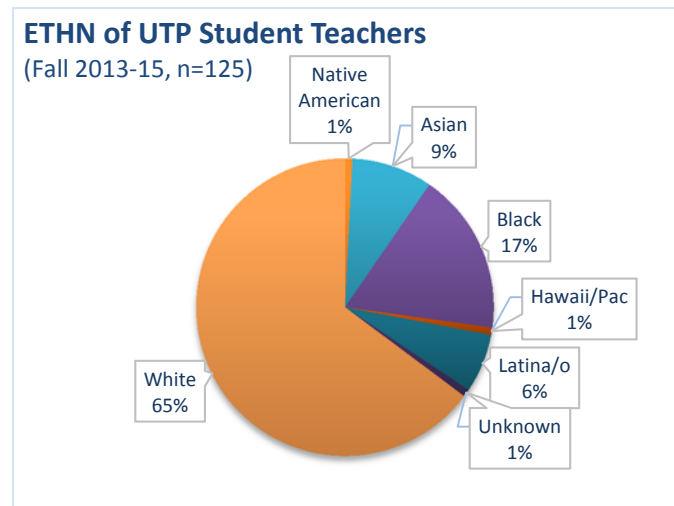
<sup>1</sup> Only 4% of the teaching force statewide are persons of color.

<sup>2</sup> *Insight News*, 1/20/2014

Not only has enrollment steadily and dramatically increased since the Urban Teacher Program started 15 years ago, but the number of undergraduate and graduate students earning degrees and licensure has steadily increased and they are racially/ethnically diverse (see graphs below).



However, as the pie charts to the right demonstrate, teacher candidates of color disproportionately continue to make the difficult decision to only graduate with a degree and forgo or delay student teaching (and therefore licensure). Most of our students are working adults; they cannot afford to be unemployed yet pay tuition for the 12-15 week, full-time commitment that is student teaching.



Unfortunately, of this smaller percentage of student teacher candidates of color, an even smaller number of candidates of color are actually recommended for Minnesota licensure. These candidates of color have successfully completed very rigorous coursework with average GPAs above 3.0 and practicum aligned with the MN Board of Teaching Standards along with the mission and vision of the Urban Teacher Program. However, on average, they face incredible barriers in passing the high-stakes “basic skills” Minnesota Teacher Licensing Exams (MTLE) as compared to their white peers. Thankfully, several program completers of color have been allowed to become classroom teachers due to recent legislation that program completers can earn limited, temporary licenses if they have attempted all required licensure exams. Anecdotal data from these teachers of color and their schools is that they are having success and are highly valued for their contributions in and out of the classroom working with diverse, urban youth. (See Appendix for the disparate impact data of the MTLE “Basic Skills” tests on candidates of color.)

## Feedback from Enrolled Students Concerning How the Program Meet their Needs

In December 2015, UTP students were surveyed and 63.5% of respondents (N=85) expressed satisfaction with the program, while 23.5% (n=20) expressed they were “both satisfied and dissatisfied,” 9.4% stated they were “somewhat dissatisfied” (n=8), and 1.2% (n=1) stated they were “very dissatisfied.” (See Appendix for selected comments from students about their experience in the UTP.)

## Feedback from Schools on How UTP Teacher Candidates Perform in Urban Classrooms

Increasingly, feedback from school partners about the performance of our urban teacher candidates is positive and they want to hire graduates of our program because of their lived experiences, understanding of urban learners and communities, and knowledge and skills gained from the Urban Teacher Program. UTP Student Teachers consistently score between “Proficient” and “Exemplary” on their overall student teaching evaluations by the cooperating school teachers who host them for their culminating field experience. (See Appendix for selected comments from cooperating teachers about UTP student teachers.)

## Looking Forward

- **FINANCIAL INCENTIVES:** Financial incentives (e.g., scholarships or grants, student teaching stipends & loan forgiveness for teaching service) are needed to attract and support people of color into the teaching profession. Especially during student teaching, teacher candidates of color need financial assistance so they do not just graduate with a bachelor’s degree, but so they can also complete their licensure programs. UTP students continue to be challenged by the reality that they must forgo income and pay tuition during student teaching, which in effect is a 12-15 week unpaid full-time internship. In fact, a disproportionate number of teacher candidates of color are graduating but not getting licensed because they cannot afford to quit working in order to complete the student teaching requirement. If students of color and low-income students in the Urban Teacher Program could receive support during their student-teaching semesters, we are confident that the program could achieve even greater success in recruiting, retaining and graduating with licensure students of color, low-income, and first-generation college students who understand the experiences and needs of urban learners.
- **CHANGING LICENSURE EXAM REQUIREMENTS:** Recent legislative sessions have highlighted problems with the Minnesota Teacher Licensing Exams (MTLE). Further addressing the systematic inequities resulting from the MTLE that disproportionately keep successful program completers of color from gaining full teaching licensure would help the Urban Teacher Program meet and exceed

the Legislature's expectation. The UTP not only seeks to enroll at least 50 percent candidates of color, but needs legislative support so that all candidates of color who successfully complete degrees and student teaching also earn licensure in order to become full-time, licensed urban teachers.

- **A STRONG AND COLLABORATIVE URBAN EDUCATOR PROGRAM:** The Minnesota State Colleges and Universities and Metropolitan State University are proud of the considerable enrollment growth and graduation outcomes of the Urban Teacher Program, and believe that it should be recognized and included with its peer universities in the Legislature's Collaborative Urban Educator (CUE) program. Metropolitan State has demonstrated a steady growth in student enrollment over the past decade consistent with the 2000 legislative mandate to increase the number of teachers of color in the Metro area. We would like to increase our numbers of full-time faculty and staff to grow the program and better meet the needs of the Twin Cities metropolitan area for more and better prepared teachers of color. Simply put, we believe we have demonstrated that UTP would be a wise continuing investment for the state while wide opportunity and achievement gaps persist in Minnesota's urban core.



## APPENDIX

### Comments from UTP Students about How the Program Meets their Needs

The following are some responses from UTP Teacher Candidates to a survey in which they were asked, “How is the Urban Teacher Program meeting your needs as a student and prospective urban educator?”

- *I feel that the program is preparing me to be able to teach a wide range of students with varying cultural backgrounds and varying educational levels. These are essential for teaching in an urban setting.*
- *It is preparing me for the long term. Very welcoming and encourages students to really get to know each other.*
- *I have enjoyed the content of most of my classes greatly. I appreciate the emphasis on equity and cultural competency. Now that I am near finishing the program, I am learning more about the methods and practical side. I am glad that the foundation was laid first to understand the systems I will be working within. I appreciate the evening class hours to allow for working during the day. I enjoy the diverse classes and opportunities to learn from my peers and their lived experiences in schools, as well. Most of my professors have been inspiring, supportive, and very informative.*
- *The Urban Teacher Program allows me to learn and build from what I learn in class. As a student it has taught me developmental stages and what I should expect from teaching. As a prospective urban educator, it has shown me how I can better myself to strive and reach the lives of each individual student.*
- *I am enjoying the hands on experience during my practicum hours. I also love that the professors can give me real life examples and advice because they too have been in the field.*
- *The UTP has instructors that have been in the field for a long time and are able to give their students all kinds of advice and tips. They are teaching things that are relevant and are always friendly and welcoming. I also like how we are required to have so many hours in urban schools. This is good for exposure and experience before we begin student/teaching.*
- *I have only been through the first semester in the program, and have two education classes completed. That being said, I have felt equipped in becoming an urban educator through the materials in class and discussions based on experiences and readings.*
- *The program is preparing me by making Racial Justice work embedded in all that I do. It is connecting me with professors and professionals who are doing this work in education, and the program has ignited a passion for learning in me. I never thought I would go to college as nobody had before when I was growing up. Now, I have dreams to someday get my master and maybe even more. Not only has Metro taught me to be a consumer of knowledge, but also a producer as I become part of the patchwork of the community.*

## Comments from Cooperating School Teachers about UTP Student Teachers

The following are a sample of comments received from cooperating school teachers in 2015 survey about the strengths of alumni in their performance as licensed teachers.

- *Students were consistently engaged in the lessons that were presented. Her judgment to adopt/change the lesson to foster understanding was fun to watch. The class enjoyed S. and had fun while she was teaching*
- *A variety of strategies were used with the class. Subjects drove certain strategies. S. did a great job experimenting and choosing a good instructional strategy to be used when needed.*
- *Has consistently provided a place of safety. Students feel secure enough to share and not worry about if they are correct. It is a place where learning happens and the kids enjoy it.*
- *Overall, planning for all lessons went well and were executed excellently. Lessons involved connections with students. They could relate in their way with the work she did by preparing.*
- *After every lesson she has been reflective - asking what could be done differently to make it a better lesson. Has improved on making changes during the lesson to improve learning.*
- *She really built a toolbox of strategies and wasn't afraid to take risks.*
- *She used formative assessments effectively leading to a strong summative where students were confident and prepared to show their thoughts and skills.*
- *Very strong understanding of math and reading, was able to create engaging lessons for the students with a conceptual base.*
- *Met the diverse needs of students through engaging lessons, differentiation and remedial support. Helped support academic, personal and social growth.*
- *Used interactive white board, conceptual materials, books, poems, music, games to make learning fun and engaging. Also used EDM curriculum and standards.*
- *Students engaged F. and sought him out for problems, help and feedback. He honors students. He is able to have a relationship with them but knows when to be the person in charge as well. Creates a great classroom environment. Lessons were well planned and prepared ahead of time. He constantly utilized reflective practice before creating new plans to make lesson meet the needs of his students. He constantly checked his actions against student learning. He consistently sought feedback and implemented suggestions or ideas.*
- *Very large diversity in the class, he was able to meet needs- for all learners-ELL, autism. EBD, LD, regular ed, and G.T students!*
- *He applied information learned in PLC's or PD to his instruction and planning. Many teachers have commented on his positive abilities his relationship with students and his teaching expertise!*

- *Extremely Knowledgeable*
- *Excellent use of classroom technology*
- *Created learning opportunities where students could work in a variety of ways.*
- *Communicated well with other staff, parents and guardians during conferences.*
- *Has strong understanding of subject area and created/taught lessons that were meaningful and relevant to students.*
- *Used a variety of instructional strategies that engaged and developed students' problem solving skills.*
- *Consistently uses a variety of communication techniques to foster active learning.*
- *S. differentiates learning activities based on students' culture and background. She relates well to all students.*
- *P.H. is a fabulous teacher. She is patient, kind and flexible.*
- *J. always did a nice job of making each small group lesson meaningful to her students. She understood where their abilities were and how they learned. She was always sensitive to each student's needs. J. does a great job of consistently communicating with parents on a daily basis when they drop off and pick-up. She is always professional and friendly. As a part of our teaching team, J. has done a wonderful job of communicating with members and working collaboratively with others. We enjoy having her on our team.*
- *In 23 years of student teachers I have never had one that understood students and related to them better than R.*
- *T. has students who have EBD and LD IEPs as well as students who have been in our country for less than two years. T. goes above and beyond in building relationships, making accommodations, and working with paraprofessionals and ELL teachers to make sure all of her students are working on building understanding, building relationships, and being part of the community.*

METRO STATE MTLTLE "BASIC" SKILLS RESULTS (AUG 2010-Present)	Ethnicity	Metro State # Takers	% of All Takers	Metro State # Pass	% of Total Pass	Metro State # Not Pass	Metro State % Pass	Metro State % Not Pass	Mean Total Scaled Score-Metro State	Mean Total Scaled Score-MN	% Pass in MN just in 2013-14	# NOT Passed in MN just in 2013-14
<b>Basic Skills Mathematics</b>	<b>Totals</b>	<b>241</b>	<b>100%</b>	<b>166</b>	<b>100%</b>	<b>75</b>	<b>69%</b>	<b>31%</b>	<b>245.4</b>	<b>254.7</b>	<b>69%</b>	<b>1547</b>
	African Amer/Black	32	13%	13	8%	19	41%	59%	217.3	213.4	21%	155
38 Candidates of Color Passed	Asian or Pacific Islander	19	8%	9	5%	10	47%	53%	230.5	253.5	63%	59
35 Candidates of Color Haven't Passed	Hispanic	12	5%	8	5%	4	67%	33%	250.2	233.9	41%	68
115 White Candidates Passed	Multiracial	9	4%	8	5%	1	89%	11%	263.9	253.6	71%	23
34 White Candidates Haven't Passed	Nat Amer/Amer Ind/AK Na	1	0%	0	0%	1	0%	100%	220.0	238.5	43%	17
	Other	8	3%	4	2%	4	50%	50%	218.3	238.3	47%	18
	Undeclared	11	5%	9	5%	2	82%	18%	251.4	259.7	72%	32
	White	149	62%	115	69%	34	77%	23%	253.1	256.8	73%	1175
<b>Basic Skills Reading</b>	<b>Totals</b>	<b>244</b>	<b>100%</b>	<b>183</b>	<b>100%</b>	<b>61</b>	<b>75%</b>	<b>25%</b>	<b>251.5</b>	<b>252.9</b>	<b>71%</b>	<b>1515</b>
	African Amer/Black	36	15%	15	8%	21	42%	58%	227.5	225.7	37%	121
40 Candidates of Color Passed	Asian or Pacific Islander	18	7%	7	4%	11	39%	61%	223.7	237.1	47%	101
37 Candidates of Color Haven't Passed	Hispanic	13	5%	9	5%	4	69%	31%	254.5	239.1	52%	59
131 White Candidates Passed	Multiracial	9	4%	8	4%	1	89%	11%	265.7	254.7	73%	22
17 White Candidates Haven't Passed	Nat Amer/Amer Ind/AK Na	1	0%	1	1%	0	100%	0%	254.0	246.4	63%	10
	Other	7	3%	2	1%	5	29%	71%	223.1	242.2	42%	19
	Undeclared	12	5%	10	5%	2	83%	17%	254.7	263.3	85%	15
	White	148	61%	131	72%	17	89%	11%	260.6	254.6	74%	1168
<b>Basic Skills Writing</b>	<b>Totals</b>	<b>245</b>	<b>100%</b>	<b>176</b>	<b>100%</b>	<b>69</b>	<b>72%</b>	<b>28%</b>	<b>245.7</b>	<b>250.1</b>	<b>69%</b>	<b>1569</b>
	African Amer/Black	35	14%	14	8%	21	40%	60%	223.6	224.6	33%	120
41 Candidates of Color Passed	Asian or Pacific Islander	19	8%	10	6%	9	53%	47%	235.2	236.5	45%	102
34 Candidates of Color Haven't Passed	Hispanic	11	4%	9	5%	2	82%	18%	253.0	235.3	46%	64
126 White Candidates Passed	Multiracial	9	4%	8	5%	1	89%	11%	256.3	252.3	74%	20
25 White Candidates Haven't Passed	Nat Amer/Amer Ind/AK Na	1	0%	0	0%	1	0%	100%	235.0	238.7	41%	16
	Other	6	2%	1	1%	5	17%	83%	210.0	242.2	50%	14
	Undeclared	13	5%	8	5%	5	62%	38%	241.4	258.2	77%	26
	White	151	62%	126	72%	25	83%	17%	252.8	251.7	73%	1207

Subtest	Question	Response	# First Time Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
Basic Skills Mathematics (08/10-Present)									
	English Primary Lang	No	17	9	8	53%	47%	229.4	236.1
	English Primary Lang	Yes	228	134	94	59%	41%	241.3	250.4
Basic Skills Reading (08/10-Present)									
	English Primary Lang	No	19	3	16	16%	84%	206.0	214.6
	English Primary Lang	Yes	225	158	67	70%	30%	250.2	249.5
Basic Skills Writing (08/10-Present)									
	English Primary Lang	No	19	4	15	21%	79%	211.1	214.0
	English Primary Lang	Yes	227	139	88	61%	39%	243.0	246.9

**NOTE: The "Basic" Skills Best Attempt Scores detailed above don't tell the story of teacher candidate competence. For example, of 188 Student Teacher Candidates (Fall 2011-Spring 2015)...**

\*63 were Candidates of Color (33%) 3.4 was their average overall rating during student teaching (scale of 1-4; 3=Proficient, 4=Exemplary)

\*114 were White Candidates (61%) 3.5 was their average overall rating during student teaching

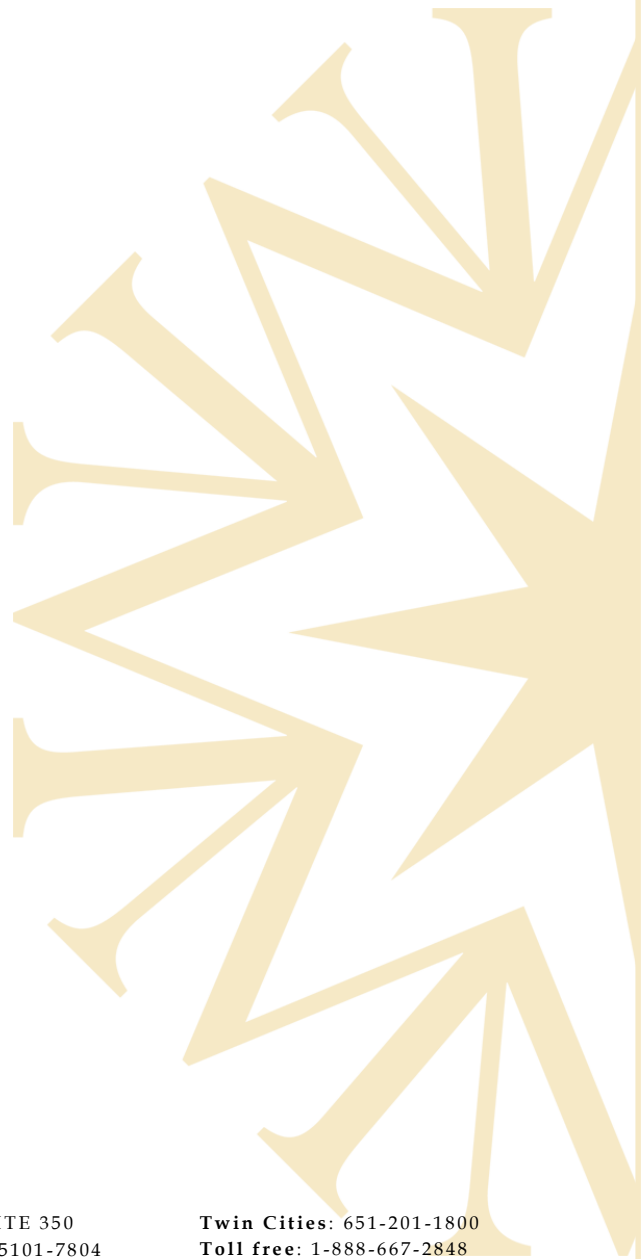
\*11 were Unknown (6%)



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30 7<sup>TH</sup> ST. E., SUITE 350  
ST. PAUL, MN 55101-7804

**Twin Cities:** 651-201-1800  
**Toll free:** 1-888-667-2848  
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