

Bush Foundation Grant Proposal



Bush Foundation

Partnership for Educating Teacher Leaders

Minnesota State University Moorhead
North Dakota State University
Valley City State University

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Partnership for Educating Teacher Leaders (PETL)

MN State University Moorhead, North Dakota State University, Valley City State University

a) EXECUTIVE SUMMARY

Vision

The goal of the Partnership for Educating Teacher Leaders (PETL) project is to recruit, prepare, place and support teachers who are able to effectively ensure that each of their students makes at least one year of progress during each year of instruction. With cooperative support from university and P-12 partners, participants in this project will continuously develop the capabilities necessary to achieve this goal as they progress through preparation into their initial years of teaching. Through this project, we seek to break boundaries across our three institutions and establish new partnerships with our P-12 partners. We have created governance for our partnership that includes a core committee with cross-institutional workgroups to ensure grant activities are completed in a timely manner.

Four key dimensions of teaching are at the core of project activities: assessment, classroom management, instructional technologies, and diversity. At each of our three universities, we propose to achieve higher quality programming in these four areas through cross-institutional workgroups that draw on expertise and experience. Additionally, pre-service candidates will participate in thoughtfully designed continuum of field experiences that are an integral component of courses in our preparation programs as they learn to respond to the specific needs and performance of individual students. School and university partners will collaborate in (a) ongoing development and implementation of coursework and pre-service field experiences and (b) placement and support of teacher candidates as they move from the preparation phase to their initial, formative years of teaching.

We will seek ongoing collaboration with district and school administrators to provide support and professional development for school administrators and effective mentor teachers who support residents and new teachers. The three universities will stand behind their graduates with a guarantee, working with our P-12 partners in providing remedies if new teachers are not able to meet performance expectations.

Initiatives

The three universities will collaborate with school districts in West Central Minnesota and South Eastern North Dakota to develop and implement new, highly collaborative programs that view teacher preparation as a broad continuum of efforts starting with recruitment of talented candidates to an innovative, field-based teacher preparation program that leads to supportive induction during the initial years of teaching. The main initiatives of this project include:

- Active recruitment of talented students, starting as early as middle school, to consider teaching as a desirable career;
- Programmatic focus on the use of standards-based assessment of student learning to guide instruction and evaluation of teaching effectiveness;
- Increased attention to diversity, instructional technology and classroom management within our curriculum;
- Development of carefully designed field experiences integrated throughout pre-service teacher preparation;
- Development of an organizational structure that facilitates cross-institutional collaboration and articulation, and close involvement of P-12 schools in teacher preparation and support;

- Development of a series of specialized options designed to allow all graduates to have expertise beyond their primary teaching areas to support their growth as teacher leaders in their schools and districts;
- Development of articulation agreements between the three universities that allow candidates at each campus to take advantage of specific educational opportunities at the other two institutions;
- Development of graduate level programs that lead to advanced degrees or professional endorsements for new and experienced teachers and administrators to support their mentoring and growth as educational leaders; and
- Development of funding from a variety of sources (institutional, district, state and national) to ensure that the new programs are institutionalized and ongoing.

The central emphasis of our project is on having our candidates—and all teachers— learn to see what their impact is on student learning and to respond to formal and informal assessment and evaluation with appropriate, effective instructional decisions. We plan to achieve this during preparation of pre-service teachers through extensive, thoughtful use of field experiences that allow interactions with students in real settings; modifications of existing courses; and development of new courses that are necessary to provide focus in our programs. This same theme continues out into the first and subsequent years of teaching—the placement and support phases—through the use of mentoring, study or learning groups, and coaching. These ambitious visions for transformed teacher education in our region require close collaboration between partner institutions and districts in planning, design and implementation. Funding provided by the Bush Foundation will allow us to develop programs that will become the accepted way that effective teachers are prepared and supported in years to come.

b) Program Design Elements

Design Element One: Recruit the highest caliber students with a targeted approach to which and how many students

Recruitment of the highest caliber of candidates into the teaching profession will be guided by four goals: identifying candidate characteristics likely to predict effective teachers, attracting people with these characteristics to our programs, selling teaching as a profession and our institutions as high-quality programs that prepare effective teachers.

We have begun a **review of relevant research** to identify characteristics that **predict future effective teachers** (see Table One). An evaluation of the North Carolina Teaching Fellows Program by Barnett Berry found that effective teachers in this program were academically talented, had average SAT scores of 1100, had average high school GPAs of 3.6 and average college GPAs of 3.4 on a four point scale (Cooper, 1996). Wayne and Youngs (2003) reviewed several research studies that linked student achievement to teacher qualities and found four major predictors of effective teachers: the teacher's undergraduate institution was one of the best in the nation, the teachers' test scores, (e.g., ACT) were high, the teachers held a bachelor's or master's degree in their content area, and they held certification in areas they were teaching. Applegate and Shaklee (1988) identified the following characteristics as being essential for candidates entering their teacher preparation program: experience working with young people, enthusiastic interest in teaching, strong interpersonal skills, good organizational skills, and involvement with extracurricular activities. Additionally, we will **conduct our own research** to establish predictive validity for identifying effective teachers. These characteristics will help us to **refine our admissions processes** to screen for candidate characteristics most likely to result in successful, effective teachers. Common data will be collected at each of the

institutions to establish baseline data that will be used to study candidate progression and help us with predictive validity and recruiting.

To attract high caliber candidates, we will stage **campaigns that target four different groups**: middle school students, high school students, current college students at our institutions, and professionals seeking a second career. Grant project coordinators will work with recruiting and publication services on our campuses to prepare recruiting materials that target these four audiences. P-12 partners will be instrumental in identifying high-quality high school students who show promise as future teachers. Our own candidates, who are completing school-based field experiences, will be ambassadors for the profession and our programs. Students who are on campus for various activities including Governor's School and academic competitions will be invited to recruiting events such as lunches with current candidates and faculty. The events will be by invitation based on recommendations from secondary teachers, counselors and advisors to increase the likelihood of reaching out to high quality candidates. Working with district teachers for early identification of possible future teachers will increase student awareness of the best course of study. For example, if students are interested in becoming math, science, elementary or special education teachers, it is essential that they take math and science classes all the way through high school. Hirsch (2001) and Cooper and Alvarado (2006) also recommend education clubs for middle level and high school students, such as the Teacher Cadet Program begun by the South Carolina Center for Teacher Recruitment or Future Educators of America. Promising current college students can be identified through help from our colleagues in the Arts and Sciences Departments. We can encourage the students to double major in the content area and education. Career transition candidates will be shown

how obstacles such as costs, family, and returning to school can be addressed. See the table below for additional recruiting ideas.

Goal	Action
Identify characteristics of highly effective teachers	Study relevant literature that connects teacher characteristics and demographics to student achievement as well as literature that identifies effective teaching from various perspectives. Conduct original research. Use characteristics identified in the literature to refine admission processes with better means of screening candidates (higher GPAs, measures of effective communication skills, etc.) Model high quality teacher education programs (e.g., Columbia, Vanderbilt, Michigan)
Attract high-caliber candidates	Each of the following four target groups will require a specialized approach. (1) <u>Middle School Students</u> : representation at career fairs; focusing on “do what you love;” initiate clubs like Future Educators of America (2) <u>High School Students</u> (and their parents): present stats on demand areas in teaching; host events like FFA conventions & Governor’s School with personal invites for lunch with teacher education faculty & candidates; follow up with letters; create Leadership Summit for potential teachers; encourage membership in Future Educators of America; hold parent and student college readiness workshop sessions (3) <u>College Students</u> : target majors in high need areas through associate faculty; encourage students to double-major; presence at freshman orientation and career fairs; exploratory teaching course for freshman (4) <u>Career Transition Professionals</u> : provide community seminars on high-need teacher areas; promote program at career fairs; develop information addressing concerns such as financial aid & academic support Audience-specific campaigns : YouTube videos, school posters, websites, virtual tours, brochures, community kiosks, video testimonials, direct mailings, personal phone calls, Facebook (based on Leadership Summit, etc.)
Selling Teaching	Focus on the attractive attributes of the profession including: <ul style="list-style-type: none"> • Education is a career where you can make a difference. • Flexible, family-friendly nature of the profession. • Salary and benefit facts to dispel myths. • Opportunities for loan forgiveness, grants and scholarships (e.g., TEACH Grants, NOYCE, ND ACT Scholarships)
Selling our Institutions	<ul style="list-style-type: none"> • Enrollment at one institution provides benefits and resources of all three • Research-based, cutting edge preparation • Extensive support for first four years of teaching; residency program option • Guarantee effectiveness of our graduates. Menu of opportunities from the three universities allows candidates to graduate with specializations (“teacher leaders”) rather than producing more of the same.
Differences	Everything! We currently do not recruit candidates to our programs.

An additional way to attract candidates is through an entry-level career exploration course in education. This course will provide information about teaching profession, dispel myths, and provide the opportunity for job shadowing. We will also implement the status of “pre-education” for students who are interested in becoming teachers. Unlike elementary

education, where candidates can be identified with the major upon entry to the university, often, secondary education candidates do not enter the program until the sophomore or junior year. Allowing students to declare pre-education status when they enter the university helps us to make connections, which will decrease the likelihood of good candidates slipping away.

Increasing diversity in our programs will be a top priority. Diversity is growing in the Fargo-Moorhead-Valley City area, and we will capitalize on this opportunity, targeting students not typically represented in education who show potential to be good teachers. We will also recruit outside the area, using mailings and networking with educators at virtual field experience sites to identify promising candidates.

Teaching is often viewed as a difficult career with low pay and little respect. To enhance the reputation of the profession as rewarding, important and valued, we will provide accurate information about **the attractive attributes of the profession** including: the flexible, family-friendly nature of the profession; facts about salary and benefits; and opportunities for loan forgiveness, grants and scholarships. We will explore opportunities to offer scholarships to attract promising candidates to our programs. We will also work with partner schools to seek out inducements for our graduates including bonuses, district-supplemented housing, and tuition-free master's degrees.

We will also sell our institutions as **preparing high quality, in-demand teachers**. The Bush Grant project will enable our partnership to (a) offer the benefits and resources of all three institutions to candidates enrolling at any of our institutions; (b) provide cutting-edge, research-based preparation and extensive support for the first four years after graduation; and (c) provide a guarantee of effectiveness for all of our graduates.

Because there is often a mismatch in the supply and demand of quality teachers, Hirsh (2001) suggests working closely with state departments to estimate the needs for teachers based upon attrition, student demographics and retirement. Both Minnesota and North Dakota state education departments track this information and will make it available. Showing potential applicants up front the expected job outlook will help us recruit the right candidates and help candidates to choose the best program area.

Design Element Two: Preparing Teachers for Today's and Tomorrow's Schools

The partnership of NDSU, VCSU and MSUM will offer a menu of options for students enrolled in teacher preparation across the three universities. These diverse opportunities will allow teacher candidates from **each** institution to develop specific expertise and enhance their capabilities to be “**teacher leaders**” in P-12 schools.

Teacher Leaders. “[Teacher leaders] recognize that one hallmark of excellent teaching is a perpetual restlessness to improve” (Berry, B., Johnson, D. & Montgomery, D., 2005).

As we began constructing a comprehensive definition of what it means to be a teacher leader, we realized that it is not a simple definition. The notion of teacher leadership is complex and multi-faceted; therefore, our definition will continue to grow and evolve through Phase Two planning. Several foundational ideas have emerged from our initial review of the literature.

Creating teacher leaders begins with identifying the best teachers for this role. According to Gray and Bishop (2009), assessment is needed to identify strengths, weaknesses and needs. These leaders must hold high levels of expertise in areas valuable to the other educators and students in the school (Harrison & Killion, 2007). Phelps (2008)

adds that teacher leaders must be willing to be leaders and see the value in doing so; it cannot be assigned to them. Teacher leaders must be able to forge good working relationships with others (Searby & Shaddix, 2008). They must also be willing to take a risk (Searby & Shaddix, 2008) and then be resilient when the outcome isn't what was hoped for (Phelps, 2008).

Many ideas were presented in the literature pertaining to the role teacher leaders play in their schools. In addition to these ideas, we will work with our P-12 partners to personalize the description to meet their particular needs and interests. The following are some of the responsibilities a teacher leader may take on: create support groups and networks for fellow educators (Gray & Bishop, 2009; Searby & Shaddix, 2008), analyze and use data (Harrison & Killion, 2007; Phelps, 2008), lead study groups and other professional development activities (Harrison & Killion, 2007; Owens, 2008; Phelps, 2008), demonstrate instructional skills (Harrison & Killion, 2007; Owens, 2008; Phelps, 2008), and write grants (Phelps, 2008). Additionally, Phelps (2008) stated that teacher leaders are the conscience of the school, asking the hard questions (Owens, 2008; Phelps, 2008; Searby & Shaddix, 2008) that push the school forward on its mission.

Articulation Agreement. The three universities will develop an articulation agreement that is supportive of students' enrollment and progress in pursuing alternatives across universities. The agreement will articulate joint enrollment, collaborative practices, conditions for transfer (if student desires), courses accepted at each university, documentation of coursework and certificates on transcript at the home institution. The Registrar at each university will be involved in development of the articulation agreement. The agreement will assure efficiency as candidates pursue options across the three universities. Articulations of licensure

and endorsements will be sought from the ND Education Standards and Practices Board and the MN Department of Education. Information sessions will be offered at each institution to assure that all advising faculty are fully aware of opportunities for students across the three universities as well as the details of the articulation agreement. Pamphlets will be developed explaining these options and made available to all advisors for dissemination to students.

Menu of Options. The menu of options available to Elementary, Early Childhood, Secondary, K-12 or Special Education majors from the three universities will include an interdisciplinary STEM certificate, ELL endorsement/certificate, Special Education minor, online modules for attaining additional licensure for secondary science educators, middle school licensure, licensure in reading, certificate in school-based assessment, and a minor in leadership studies. Arts and Science faculty will be involved in the development/refinement of these options. Recruitment materials will describe these options assuring that all prospective teachers are aware of the opportunities across the three universities. When college students are enrolled in the introduction to education course at each university, they will receive information regarding the menu of options for further specialization in their teacher preparation program. The following chart describes the options that will be available to students from VCSU, MSUM, NDSU.

Menu	Description
STEM Certificate	VCSU and NDSU will develop coursework to offer a STEM Certificate/endorsement for elementary and secondary candidates available to students from all three campuses. The program will revitalize interest among students in the math and science fields as well as expose them to the fields of engineering and related technologies. Arts and science faculty will work closely with the School of Education to develop and teach these courses. Rather than just a collection of subjects, the STEM certificate/endorsement program will provide an interdisciplinary method of thinking, organizing, and motivating. STEM courses, based on materials and resources from the Boston Museum of Science’s National Center for Technology Literacy as well as input from university faculty, will be created at three curriculum levels (elementary, middle school, high school). Field experiences in a STEM school will provide candidates the opportunity to experience teaching within the STEM model.
ELL Endorsement/Licensure	This new add-on endorsement/licensure for P-12 candidates at each of our universities will provide language education coursework that encompasses the psycholinguistic theories of first and second language acquisition, in addition to specific sheltered instruction methods and approaches as well as authentic assessment practices for ELLs. This endorsement provides ELL

	teachers with the required knowledge and skills to appropriately adapt content curriculum for ELL students while promoting English language proficiency.
Special Education Minor	This new minor will be available to early childhood, elementary, secondary, and K-12 education majors from each of the universities. The 15-credit minor includes nine credits of required coursework and six credits of electives (electives allow specialization within the targeted age range of licensure). Coursework within the minor will provide general educators with the knowledge and skills to participate in individual planning and inclusive opportunities for learners with disabilities.
Alternative Teacher Preparation Program for Special Education	This new design to the MSUM special education graduate program will provide a one to two-year field-based experience to add SpEd licensure in Emotional/Behavior Disorders, Specific Learning Disabilities, or Cognitive Disabilities. Candidates will spend four days working in special education placements (competency based field experience) with one day dedicated to online content modules that support the field-based competencies. This teacher preparation option will be available to teacher candidates who have degrees in related areas (e.g., social work, secondary education).
Science content modules for professional development and teacher endorsement.	To enhance the number of licensed science teachers, MSUM science faculty will develop online modules that could be completed in exchange for credits that lead to additional science licensure (e.g., Biology teaching adding Physics). Additionally, the modules could be used in preservice training to strengthen knowledge and understand of science concepts for both science and other education majors.
Middle School Licensure	The middle school endorsement consists of a series of four courses in adolescent development, middle school methodology, middle school philosophy and content area reading. The middle school endorsement enables candidates to earn a ND middle school endorsement and/or allow candidates who complete coursework in ND to earn a 5-8 or 5-12 content area teaching license in MN.
Minor in Leadership Studies	We will explore this existing minor at MSUM to determine whether it provides the opportunity for education majors to develop the knowledge, skills and dispositions to enhance our goal of preparing teacher leaders.
Reading licensure/endorsement.	The Title I reading credential program is intended for students pursuing a major in elementary or secondary education. The reading credential involves courses in diagnosis and correction of reading, a reading field experience, and additional courses in reading and language arts. The purpose of the Title 1 credential is to put qualified teachers in the field to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging State academic achievement standards and state academic assessments (U.S. Department of Education).
Certificate in school-based assessment.	The three institutions will develop a series of courses to prepare both pre-service and in-service teachers to be leaders in school-based assessment. These online courses will prepare teachers to use assessment to design interventions; work with other teachers to use and design assessments; and to understand the purpose, advantages and limitations of various assessments used P-12.

Beyond the “menu of options”, four content areas (assessment, classroom management, instructional technology, diversity) have been identified by each of the three universities for targeted review and revision (based on university assessment data). Cross-institutional workgroups that include P-12 partners and Arts and Sciences education faculty will assure that educational opportunities at each university are strengthened. Revision of each course will be guided by national and state standards. Standards for SpEd and ELL will be considered and

infused into course syllabi as appropriate. Pedagogical and content knowledge will be ensured by developing course syllabi that include a reference list to guarantee each course reflects current content and best practice. Table Two provides detailed plans for improving content within these four areas.

Our programs must adhere to standards, rules, and assessment practices from two separate departments of education so there are aspects of reform that will be conducted institutionally. Each university has plans for reform based on evidence-based practice.

Minnesota State University Moorhead. At MSUM, reform of our teacher preparation program will occur in two stages: a) Phase I: reform of our Elementary, Early Childhood and Special Education majors, b) Phase II: Utilize programmatic data gathered in Phase I to review and revise Secondary/K-12 programs. As the School of Teaching and Learning (previously separate departments of Elementary/Early Childhood, Special Education, Foundations), we now have a structure that supports curriculum work across majors. Recognizing that general educators need to be prepared to teach in classrooms that present diverse learning needs, and, that special educators need to be prepared to provide instruction in academic content areas, we chose to explore how coursework across the three majors could be more aligned. We established a curriculum workgroup comprised of elementary, early childhood and special education faculty to consider this integration and carefully reviewed the MN Board of Teaching Standards to seek opportunities. As ideas developed, we engaged faculty of the Arts and Sciences in discussions and have expanded our original workgroup to include Arts and Science faculty. Support from the Bush Foundation has allowed us to have greater P-12 involvement in our curriculum revision process and at this time we have progressed to a stage of 27 courses in preparation. With all content area experts engaged in discussions, it has been possible to consider cross-disciplinary

courses (i.e., Math/Science methods, Science/Social Studies methods). In each and every course, as we focused on preparing candidates to teach a diverse set of learners, we thoughtfully reviewed ELL and Special Education standards and infused them into core courses. Presently, we have infused standards from four Special Education courses into core coursework for the Elementary major making it possible to pursue an Elementary degree along with two areas of special education licensure within a four-year degree using summers, or, in a fifth-year. We are working to embed field experiences into each course taken during the junior and senior year so that students spend two credit hours in the university classroom and one credit hour in a P-12 classroom for each 3-credit course they take during each of the three semesters prior to student teaching. As we already have competency-based field experiences within our Special Education licensure programs, we have a model of design that will be used to extend this work to elementary and early childhood. While we have diligently been working on this reform, there continues to be much work to complete and we expect completion during Phase Two of Bush funding. We expect to have university approval for our revised program by March and will be able to meet the March 31st deadline for program review by the MN Board of Teaching. The engagement of Arts and Science faculty in the reforms of Elementary, Early Childhood and Special Education programs offers opportunity to vision potential reform to Secondary/K-12 education that will be considered in Phase II of our preparation plans.

North Dakota State University. At NDSU the redesign is occurring at the program level, rather than the course level, to ensure a **cohesive and complete** program of preparation for our candidates. The process will begin with the identification of **competencies** that candidates need to demonstrate before earning status as a program graduate. The competencies will be based upon research-based characteristics of an effective teacher and state program and accreditation

standards. The next step will include sequencing the competencies along a **developmental continuum**, which will guide the sequencing and redesign of our education courses. The sequencing of courses allows our candidates to move through the program in cohorts, which research suggests is beneficial (Eggers, van der Werf & Bosker, 2007; Ferfolja, 2008).

Field experiences will be approached in an entirely different manner. We began by eliciting feedback from our faculty and found their ideas about high quality field experiences included the following themes: a) faculty and teacher exchanges and collaboration; b) development of experiences which are competency-based; and c) providing opportunities for candidates to observe, teach, interact with students, design lessons, and reflect on their teaching.

Through this planning, we decided that our field experiences will be connected to semesters in the program rather than isolated experiences, allowing candidates to participate in extended and meaningful time in an education setting. The experiences will be designed to complement the courses that are in the sequence for that semester. University faculty and P-12 teachers hosting candidates will carefully **scaffold the experiences**, supporting the candidates as they develop and demonstrate the competencies associated with that particular experience. For example, during the introductory course, candidates may be asked to observe classrooms to identify teaching practices and then tie those practices back to particular teaching philosophies.

To accomplish this ambitious redesign of our preparation program, **extensive involvement from both university faculty and P-12 teachers** will be imperative. To illustrate this process, a timeline has been developed (see appendices). Work groups composed of two university faculty members and two P-12 teachers will be formed to redesign each education course and the field experience that is embedded in the course. **Arts and Sciences faculty** will have membership on each of the special methods course workgroups. Core education courses

will provide a strong foundation in assessment; data-based practices, instructional planning and strategies; classroom management; instructional technology; and diversity.

Valley City State University. Valley City State University is planning transformative changes in the teacher education program. School of Education faculty members, Arts and Science faculty, and P-12 educators will form work groups to review current preparation strategies and make recommendations to strengthen our program. Each of these work groups will collaborate to align best practices in P-12 education with candidates' content and pedagogical knowledge, professional dispositions, and competencies demonstrated during each field experience completed during the undergraduate program.

We plan to increase the number of field experiences required in our Teacher Education program. All of the field experiences will be redesigned and embedded into methods courses at both the elementary and secondary levels. We will scaffold field experience requirements to match developmental levels of candidate progression throughout the program. Revised field experience evaluation tools will reflect knowledge and competencies expected by methods teachers, university supervisors, and cooperating teachers.

In regard to course content, the Teacher Education program will incorporate a greater emphasis on classroom management, diversity and differentiated instruction, and appropriate use of technology. Using feedback from work groups that will begin meeting during initial weeks of Phase Two, courses will be revised to highlight increased emphasis in each of these areas. Also, STEM methodology will be infused across the curriculum. For example, science and mathematics methods courses will require a STEM field experience. Arts and science faculty, as well as elementary methods faculty, will provide a lead role in implementing this initiative in collaboration with K-12 educators.

The most dramatic change will come in the area of assessment. A new assessment course will be developed that will prepare candidates to understand and apply assessment strategies during their field experiences. Candidates will understand how formative and summative assessment data are used to drive curriculum decisions, to modify lessons for students with diverse needs, and to meet learning outcomes for all students. Teacher work samples will be collected from candidates to ensure they are teaching for learning in P-12 schools. Value-added assessment will be implemented for undergraduate candidates and student growth will be assessed at the unit level. This transformation initiative will help close the gap between theory and practice, knowledge and application, coursework and classroom. The goal is to strengthen our teacher preparation program and graduates in all of these areas.

Virtual and Distant Field Experience

Virtual and distant field experiences will play a role in enhancing candidates' experience, across the three universities, with diverse students and demographics. We envision the development of several virtual sites where teacher candidates interact with diverse populations of students and learn from observations and discussions with cooperating teachers. We will model these sites after the MSUM virtual field experience that is already in place with Aldine, Texas. First, we will expand our partnership with the Aldine school district to implement several virtual field experiences in a variety of classrooms. Currently, there is one lower elementary classroom involved. Our plan is to extend into secondary and upper elementary classrooms. In addition to further partnership with Aldine, we will choose virtual sites that offer our candidates the chance to interact with diverse student populations. The model we currently have in place with Aldine will be used to create new partnerships with school districts in different areas of the United States, especially in high need areas such as rural and reservation schools.

Experience in the field will focus on data-driven practices to differentiate instruction. Our field experiences will be improved by increasing communications with P-12 administrators and teachers to ensure we are partnering with schools that provide positive and nurturing environments that utilize best practice in teaching and data-based decision-making. Best practices in teaching will be defined by the Field Experiences P-12 work group, drawing from current research on practices and curriculum that work for improving student achievement. While we already have positive relationships with schools, we will seek to improve and extend our partnerships, working together to seek opportunities that enhance a sense of common vision.

The cross-institutional Recruitment, Field Experience, and Placement/Support Work Groups have been reviewing the literature to identify characteristics of effective teachers (See Table One). We also have plans to collaborate with P-12 principals in developing a process that to identify effective teachers who will partner with us to provide quality field based experiences for our teacher candidates. Field based data of supervisory experiences will also be used in determining placement. We will be seeking P-12 teachers who are excited about mentoring candidates and/or beginning teachers and who are interested partnering with us in developing and participating in ongoing professional development activities to enhance supervision across all levels of field experience. University supervisors selected for supervision of field experiences will need to meet two criteria. First, they must have teaching experience at the level of supervision or have an administrator's license. Secondly, they will need to commit to participating in ongoing seminars that not only provide traditional training opportunities but ongoing support. New supervisors will be assigned a mentor supervisor for the first year of supervision.

Even though VCSU, NDSU and MSUM currently have a collaborative procedure for student teaching placements, partnering in recruitment, preparation, placement and support will further enhance our programs. Cross-institutional collaborations with P-12 partners will involve developing field experience evaluation tools that contain common elements (reflection of national standards), with studies to determine the reliability of the instrumentation; shared training for cooperating teachers and supervisors; and common orientation for practicum/student teaching. Common assessment elements will increase efficiency of supervision for both university and P-12 supervisors as each of our three universities are placing students in the same local schools.

Design Elements Four and Five: Placement and Support

The P-12 schools with whom we collaborate will see themselves as true partners in the preparation of highly effective teachers. Creating an increased atmosphere of partnership enhances the effectiveness of our teacher preparation programs.

In June we held an informational meeting with P-12 administrators from Fargo, Moorhead, and surrounding areas to present the Bush grant opportunity. The discussion that followed was encouraging and provided feedback to begin planning the structure of Placement and Support. Each administrator indicated interest in becoming involved in the partnership. Since that meeting, we have had ongoing participation with area administrators in a variety of formats. This collaboration has resulted in both P-12 and university team members coming to trust that together we truly can make a difference in teacher preparation and, ultimately in performance of P-12 students.

The Best Environment. University and P-12 partners have agreed that it is imperative for new teachers to have support from both the school district and the university. Based on our

discussions, we have identified several key focus areas described in Table Two. In addition, we have determined that professional development will be available for teachers in each district. In this way we will provide support not only to teachers, but also to a P-12 environment that is conducive to the beginning teachers' growth. By partnering with P-12 teachers and administrators in professional development activities, the complexity of issues found in today's schools can be grappled with by those who are confronted with them daily. By utilizing data from evaluations, focus groups and surveys, as well as having increased faculty presence in schools, we will have a greater understanding of the effectiveness of our graduates.

In order to place our graduates in environments where they can be supported and mentored to grow and increase their expertise, veteran teachers at these sites need to possess advanced skills in valued areas such as assessment, mentoring, instructional strategies, educational technology and classroom management. To both recognize demonstrations of advanced skills by veteran teachers and to support the enhancement of good environments for our candidates, **certificates and endorsements** will be developed at our universities. We will work with our state licensing departments to include these areas of expertise on the teachers' licenses. Dr. Janet Welk, director of ND Education Standards and Practices board has already voiced support for this idea. Fargo Schools, the largest partnering district for this project, is also highly interested in this opportunity as means for recognizing and rewarding teachers who demonstrate effectiveness and take on leadership roles. We see potential for creating strands in the curriculum and instruction master's degrees at MSUM and NDSU for which these certificate and endorsement credits can be applied. Most importantly, we see this as an opportunity to grow a really good pool of teachers who will host our field experience tutors, work with our student teachers, and mentor residents and other graduates in the induction program.

Induction. First-year teachers will have strong support from the universities and from the school districts that employ our graduates. A school-based and university mentor will be assigned to each graduate, whether they are teaching in a partner school or at a distance. These mentors will work with new teachers to help them further develop their teaching skills and work on areas that may need improvement. In addition, mentors will offer a support system for solving problems, working with new curriculum, and classroom management, to name a few. For those teachers who take jobs at a distance from the Fargo, Valley City, Moorhead areas, e-mentoring and professional development will be available. All of our graduates as well as other new teachers will have the opportunity to receive mentoring services during the first four years of their professional careers. We expect that during the first two years of teaching, mentors will spend significant time with new teachers. In the subsequent two years, when teachers have become more assured in their practices, mentoring will gradually level off. Professional development will continue to be offered beyond the four initial years of teaching. The details of our mentoring plan will be developed in collaboration with P-12 partners.

Online Academy. An online Mentoring and Professional Development Academy will be available for all of our graduates. Professional development modules that teach topics like Differentiation, Diversity, Classroom Management, and Instructional Technology, will be developed and made available through the online academy. In addition, teachers will be able to participate in professional discussions and ask questions of each other. Experts in content areas, classroom management, and other timely topics, will be available for consultation. The Academy will be available to all new teachers, whether they are teaching in partner schools or at a distance. Veteran teachers will always be welcome at the Academy. Based on current research and best practices, we anticipate this mentoring program will enhance learning for students who

are in classes taught by our graduates. In addition, we anticipate these mentoring services will increase retention rates for our graduates beyond the critical first five years in the teaching profession.

Residency. A residency model for graduates will also be available to those who select to pursue this level of training and support. During Phase Two we will collaborate with partner schools to begin discussions about development of a residency model that will include a reduced teaching load and enhanced professional development opportunities for graduates who participate in this placement. After graduates complete this yearlong residency program, they will receive mentoring services available to all of our graduates through the Mentoring and Professional Development Academy. Consistent with all of our graduates, these mentoring services will continue during years 2-4 of the residents' teaching careers.

As much as we would like to see all of our graduates choose this model, at the onset we can offer this residency option to a subset of the larger group. We will collaborate with local administrators to establish these residency partnerships. Our concern is that we are unsure, at this time, of how many partner schools will have funds or placements to support this model. All students may not choose this option or it may not fit into their lifestyle. However, we will work to remove any roadblocks that might hinder a potential resident from the ability to participate. As we form agreements with partner schools, the breadth of the residency option will be expanded.

We expect that residents will spend one year co-teaching with the support of a veteran teacher who has demonstrated the competencies of teaching effectiveness. Residents may teach at 80% with 20% involvement in graduate level coursework and seminars applicable to a graduate degree. Within this model, residents will have the opportunity to integrate educational theory and classroom practice. Resident placements will be determined by potential positions

that will occur within local districts. This will require ongoing communications with local administrators. We are currently in discussion with local administrators to determine the compensation for teachers in residence. Several administrators have suggested potential funding for this compensation (e.g., utilizing Title I funds to support resident teachers rather than paraprofessionals, utilizing a teacher resident to co-teach rather than hiring a second teacher for larger classes). Local administrators have communicated support for partnering in developing and implementing the residency model. These districts include several diverse options for residents. For example, the Frazee-Vergas school district is situated in a rural area where the Native American population has a strong presence. Fargo and Moorhead schools are located in a small city and serve local community needs. Aldine, Texas; Minneapolis/St. Paul, Minnesota, and Phoenix, Arizona are larger city options, with very diverse populations of students. Several other districts that have expressed interest in partnering with us have either a rural base or a small city base.

Our ultimate goal is for residents to move into a full-time teaching position in the same district at the end of the residency. Local administrators have communicated that candidates who have completed residency and who will experience ongoing mentoring for three years will be very strong candidates for positions. When hired by the district, these residents would start out higher on the salary scale because they would have already completed a first year of teaching. Additional incentives to participate in the residency model are currently being discussed with our P-12 partners. Graduates initially involved in the residency year will transition to ongoing support of mentoring and professional development program planned in partnership with P-12 schools.

Plans for Placement and Support will be grounded in evidenced based practices. Residency models of other universities (reference list) and qualities of effective teachers are being identified (reference list). As described, we will use several sources of data to identify and evaluate the effectiveness of placements and supervision. At all levels of field-based experience, P-12 administration and P-12 teachers/supervisors will have input. Ongoing support to our graduates through mentoring and induction programs will allow us to guarantee the effectiveness of graduates.

It is our intent to recognize graduates who remain involved in the entire four years of mentorship and professional development provided by university and P-12 partners. One idea we will pursue is to present these graduates with a Teacher Leader certificate as these beginning teachers will be advanced in modeling collegiality, building professional networks to enhance resources and activities, and building their self-esteem and determination to be agents of change. Thus we will be providing opportunities for candidates to become “teacher leaders”.

Design Element Six: Distinguish your institution with students and P-12 stakeholders.

Together we are more than we could be alone.

The defining feature of this project is the partnership of three separate, competing institutions located in two different states and three different cities—each with its own areas of expertise and strengths. Teacher candidates at all three institutions will benefit from the blending of our institutional strengths, which will fill in gaps and provide more extensive preparation in the creation of teacher leaders.

During preparation, teacher candidates will benefit from the redesigned core curriculum in assessment, data-based practices and instructional planning and strategies, classroom

management, instructional technology, and diversity; they will also have the benefit of the menu of specializations that will be available across the three institutions.

Following preparation, all graduates will be part of a new induction program designed to support their success and persistence during the first four years of their professional teaching careers. Extensive, new P-12 partnerships will allow us to provide supportive and innovative environments in the schools where many of our graduates will be hired. In collaboration with our P-12 partners, professional development will be designed for veteran teachers, which will promote best practice with an emphasis on effective teaching. From this pool of teachers, the best will be sought for further training to be mentors for both our pre-service teachers and new graduates. These are all new and exciting practices that are currently not in place at our institutions.

We anticipate being institutions that engage both pre-service and in-service teachers. As we recruit the best candidates to our program, we will entice them with the promise of top-quality preparation and extended support, beyond the walls of our institutions. Teachers in our partner schools will appreciate being part of a project that recognizes their expertise, support their on-going development, and reward effectiveness and commitment. Administration at partner schools identified reasons that this will be a beneficial partnership for their schools. The partnership will provide them with high quality teachers, support for veteran teachers who are struggling, teacher evaluation tools that measure effectiveness, support for principals in evaluating teachers, prompting for veteran teachers to be more focused on teaching and learning, an enhanced climate of discussion and interaction about student learning, collaboration with universities to identify best teacher preparation curriculum, resident teachers, and resource savings of time and money needed for training and retraining of new teachers.

This new way of doing business will erase lines between P-12 schools and higher education, creating a seamless system of development and support for educators with the ultimate goal of making education better for all students.

Design Element Seven: Measure graduate effectiveness to enable focused improvements in teacher performances and preparation

Evaluation Framework. The evaluation plan begins with the **results**. As Wiggins and McTighe (2005) promote, beginning with the end in mind allows us to best plan the route for arriving at our intended destination—the preparation of effective teachers. In Table Three we present, (a) intended project results are presented (b) intermediate goals that will help us to know we are on the right path, (c) resources needed, (d) activities we must complete as we work toward the results, and (e) assessment tools needed to measure our success. Evaluation will occur across all four phases of the project: recruiting, preparing, placing and supporting of candidates, driven by overarching questions of a) What is an effective teacher? b) What does a preparation program need to do to develop an effective teacher? and c) How is effective teaching supported and sustained? The evaluation plan is tentative and will be updated after Phase Two project planning is complete. Program evaluation will be **on-going, formative and transformative** in nature; therefore, it will be adjusted annually to reflect project changes. Along with our P-12 partners, MSUM, NDSU, and VCSU will work together to identify common assessment tools to track candidate growth and the impact they have on student learning.

The Data. Currently, all P-12 schools in ND and many in MN and SD are using Measure of Academic Performance (MAP) tests with students in grades 3-12. With the help of Rob Meyer, the test results can be sent to his centralized database directly from MAP so that **value-added** calculations can be determined. The results will be disaggregated by teacher and analyzed

to determine teacher effectiveness (i.e., at least one year of academic growth per school year for each student taught by a Bush Foundation project graduate).

Best practice calls for **multiple and varied measures of performance**; therefore, other assessment tools will be used in correspondence with student test scores to determine **teacher effectiveness**. For example, common assessments such as student teacher and teacher observation protocols will provide information on the techniques teachers are using, which can then be compared with student test results to draw conclusions about what works. Additionally, student work samples will be collected and analyzed as a means of more broadly studying student achievement. Dr. Robert Marzano, an internationally recognized leader in educational assessment, has agreed to partner with us in developing various assessment tools.

Anticipated Barriers. Because not all schools in SD and MN currently use MAP testing, state test scores will also be used to provide data for value-added assessment. Consultation will be needed with Rob Meyer to determine the best way to approach analysis and comparison of different data sources. An additional barrier will be graduates who accept teaching positions in schools for which data collection agreements have not been established.

Necessary Resources. In addition to the services provided by Rob Meyer, formal agreements will be needed with partner school districts to gain access to **test data and baseline data**. Local districts have been collecting MAP and state assessment data for several years and have sophisticated databases, allowing easy access to this information. Administration from local schools said this data can be made available to us. We already collect data on our candidates for program assessment and accreditation purposes which will be used to establish baselines in areas such as test scores GPA, course grades, and demographic variables; although,

we acknowledge that additional data will likely need to be collected. We look forward to Bush Foundation efforts to create statewide databases.

The three institutions will also need to create collaborative data collection systems that will be cooperatively organized and managed by the three institutions' assessment coordinators. Because of the scope of this project, additional assessment personnel will be needed for data collection, entry and management. Our graduates will be hired at numerous schools, making collection of baseline and current data time consuming and challenging. Grant funding will not only provide support from the Bush Grant experts, but also support the hiring of additional personnel and consulting from people like Robert Marzano to meet the challenge.

Changes to the Current Assessment Systems. While all three institutions have assessment systems in place for program review and accreditation purposes, a common database for collecting project data is a challenging, but important undertaking. Furthermore, none of the institutions are currently collecting data on graduates' teaching effectiveness. The development and implementation of common assessment tools across the institutions and schools will also be new and will require intense collaboration efforts among the institutions and P-12 partners.

Design Element Eight: Guarantee of Graduate Effectiveness

We commit to ensure that all of our graduates are able to meet the expectations associated with being an effective classroom teacher by:

- Demonstrate knowledge of content they teach (within the scope of their licensure)
- Show evidence of student learning by enabling all P-12 students, including those from diverse groups, to achieve at higher levels
- Use data to monitor P-12 student progress toward continuous improvement and modify instruction using evidence-based practices

Our commitment is that if an instructional problem exists during initial years, we will work with the district to remedy the problem without cost to the district or graduate.

Design Element Nine: Finance your transformed teacher preparation programs over 9 to 10-year period

How will your program be financed? What will be the long-term approach to funding your teacher preparation program?

- Bush Funds will be utilized to reform courses and field experience. University will provide ongoing funding for delivery of programs.
- Bush Funds to supplement university provided professional development resources to prepare faculty to deliver new curriculum.
- Bush Funds will be utilized to provide increased support in field experiences and to provide mentoring, residency and induction programs. Reassigning course credits for field experience will allow for additional university support for field experience (e.g., changing student teaching credits from 10 to 16 provides \$2400 increase of funds (\$1200 tuition, \$1200 state match).
- Resident year—students will enroll in graduate credits that apply to a graduate degree.
- Faculty load will be provided for supporting teachers in residence.
- University release time to support Bush proposal.
- Ongoing discussion and advocacy for with administration on positions funded by the grant.

What incremental short-term expenses will be incurred to develop and launch your proposed initiatives?

- Reform of coursework/field experience.
- State of the art technology classrooms.

- University faculty professional development.
- Development of the assessment system.

Design Element Ten: Scale of Program

- How many highly effective, new teachers will your program prepare each year? Stronger admission requirements to teacher education may reduce number of candidates but we expect to recoup this through our recruiting efforts of high quality candidates.
- How did you determine the appropriate capacity of your program in terms of teacher candidates recommended for licensure each year? We are not at capacity so can assume higher enrollments. We expect to grow by at least 25%.
- How long will it take to reach steady state levels of graduates from your programs? 8-10 years; in this amount of time we will have students who have completed the entire cycle
- How many candidates currently graduate from your program? The three universities currently prepare approximately 400 teachers per year.

c) PHASE 2 PLANS: Evidence of institutional capacity to develop detailed plans in Phase Two

Governance of Partnership in Preparing Teacher Leaders (PETL)

The President of each university (MSUM, NDSU, VCSU) governs the Partnership for Educating Teacher Leaders (PETL). The Presidents designate the appropriate Dean at each university to determine a Core Team that consists of two members from each university (with one member being identified as “lead”), and one P-12 partner. This Core Team (9 members) determines a meeting schedule and makes decisions regarding the grant through consensus.

Each university’s Core Team members represent faculty of the education programs at respective universities and report back to their institutional faculty. The Lead Core Team

member informs the representative Dean of core team recommendations. The Core Team makes decisions affecting grant management. Grant management activities include: identifying and coordinating goals of the project, developing articulation agreements, planning and administering the budget, identifying committees/workgroups, accountability reports, and dissemination of information. Institutional decisions continue to be made through each institution's approval process.

The Core Team identifies cross-institutional committees. These committees are developed based on needs/issues determined by the Core Team. The Core Team reviews proposals developed by cross-institutional committees and makes recommendations that are then approved by each institution's faculty. If questions about partnership/institutional issues arise, the Dean's of each university will confer to discuss and make recommendations to the President of each university. Presidents of the universities will confer, as appropriate, to make decisions regarding PETL.

Faculty Involvement and Support for the Transformation

At each university, there have been ongoing meetings with faculty to disseminate information and gather input in relation to Bush Grant ideas and activities. Beyond the core team, faculty members from each university have worked on cross-institutional workgroups to plan the recruitment, preparation, place, and support components. Several faculty meetings have been held to specifically discuss program components. Meetings with Arts and Sciences faculty have been conducted to disseminate information and seek input. We have been commended by the administration at each of our universities for our efforts and this, along with potential Bush support, has created an atmosphere of excitement for advancing teacher education.

Percent of Work Time to be Allocated to Phase Two Development

MSUM—Program Coordinator-50%, Director of Teacher Education-25%, Faculty within the School of Teaching and Learning—3 faculty at 50%, Field Experiences—2 faculty at 50%, Administrative Assistant--.5 time

VCSU – Field Experience Director – 50%, Field Experience Assistant Director-50%, Assessment Coordinator – 50%, 3 faculty within the School of Education at 50%, 1 Bush Grant Administrator-100%, 1 administrative assistant at 50%.

NDSU—Project Leadership (Teacher Ed Coordinator 50%, English Education associate faculty 25%, School of Education Head 25%, Field Experience Coordinator 25%), administrative assistant (50% project effort). Contributing faculty efforts: Eight core and seven associate teacher education faculty have 15% effort. Associate faculty members are from the colleges of Science & Mathematics; Arts, Humanities & Social Sciences; and Human Development & Education.

We have developed a “complete work plan identifying the activities and timeline by which Phase Two detailed plans will be completed.” See Table Four. Vendors we may be seeking include: Marzano Research Laboratory, Solution-Tree, Renaissance Teacher Work Sample, Snazzo Productions.

d) ORGANIZATIONAL CAPABILITIES

We recognize that we will need additional faculty and support staff to implement the program we propose. Our faculty will also need enhanced professional development opportunities to assure delivery of our proposed programs of excellence. We need to establish closer partnerships with our P-12 partners and thus we will seek institutional support for university liaisons in P-12 settings. Additionally, we will attempt to develop transcript recognition for “effective teacher/mentors” who enroll in advisory and instructional coaching

coursework. Administrative support will be sought for hiring all future faculty positions with candidates who have recent P-12 teaching experience and/or who can support outreach efforts to P-12 partners. We have initiated planning to create an assessment system for program evaluation and data on candidates' performance. We will seek additional technology support from each of our universities to assure our programs reflect state of the art practice and efficient online learning opportunities.

e) RISKS AND EXOGENOUS FACTORS

As we design and offer increased opportunities for students at each of our campuses to attain increased opportunities for licensure and certification offered by the partner institutions, it will be important that we have a well-designed, efficient articulation agreement. As each of our institutions has been involved in articulation agreements with other institutions, we are confident in developing an efficient process. Currently, two of the universities within PETL (MSUM, NDSU) have been involved with a tri-college agreement with Concordia College. Our articulation for potential Bush funding (NDSU, MSUM, VCSU—PETL) is separate from the existing tri-college agreement. However, the type of activities pursued by PETL share some common elements of other agreements; thus, the way has been paved to create an efficient system for articulation. We have already visited with the both the Registrar and admission personnel at each of our universities to ensure they are aware of programmatic options included in our proposal. As programs within our partnership reflect teacher training across state lines, it will be important that we investigate programmatic decisions in relationship to two separate state departments of education.

f) OTHER CONSIDERATIONS THAT SUPPORT SUCCESS OF OUR PROGRAMS

- **GraSUS:** Funded by the National Science Foundation. STEM graduate and undergraduate students are placed in schools to enrich middle and high school science and mathematics curriculum. NSF funding has expired, but the project continues with funding provided by NDSU and local districts.
- **Center for Science and Mathematics Education:** Cross-disciplinary collaborative for STEM education projects.
- **TEACH Grant** providing up to \$4,000 per year to students who plan to teach four years in high need subject area in a public or private elementary or high school that serves students from low-income families.
- **Robert Noyce Scholarship Program** to enhance quantity of and quality of secondary science and mathematics teachers across ND and adjacent states.
- **TESL Grant** funded by the U.S. Department of Education's National Professional Development Program (1.2 million dollars). The TESL program prepares individuals to teach English language learners in a variety of settings, including American K-12 public schools, post-secondary institutions, and overseas. Minnesota State University Moorhead has recently revised its program offerings and now has two different TESL awards: an undergraduate minor and a graduate certificate.
- **VCSU** is in the process of establishing a new center called: **“The Great Plains STEM Education Center.”** The center will provide a coordinated approach to STEM implementation in the region.
- The **Boston Museum of Science’s National Center for Technological Literacy®** (NCTL®) and Valley City State University (VCSU) have completed a Memorandum of Understanding (MOU) leveraging their strengths to bring quality standards-based engineering and technology

education to K-12 schools throughout the United States. The goal is to improve the technological literacy of K-12 teachers and prepare qualified teachers to address the national shortage of technology educators. According to the MOU, Valley City State University will become the lead partner in a new K-12 initiative, “Closing the Technology & Engineering Teaching Gap,” integrating all NCTL materials into its fully accredited online academic programs in technology education. <http://www.mos.org/nctl/k12initiatives.html>

- **White Earth Project.** This project involves collaborative efforts of MSUM and the Circle of Life School at White Earth whereby teachers come to campus to participate in seminars with university faculty and MSUM students develop instructional materials and on a monthly basis participate in classrooms on the White Earth Reservation.

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Table One: Characteristics of Effective Teachers

Preliminary reviews of relevant research have uncovered the following characteristics of effective teachers. The characteristics fall into two themes: (a) knowledge and skills and (b) dispositions.

Knowledge and Skills of Effective Teachers	Dispositions of Effective Teachers
<p>*Graduated from high quality preparation program (Wayne & Youngs, 2003)</p> <p>*Academically talented (Cooper, 1996)</p> <p>*High standardized test scores (Cooper, 1996; Wayne & Youngs, 2003)</p> <p>*Hold college degrees in related content area (Wayne & Youngs, 2003)</p> <p>*Hold certification in their content area (Wayne & Youngs, 2003)</p> <p>*High college GPAs (Cooper, 1996)</p> <p>*High job performance ratings (Cooper, 1996)</p> <p>Knowledgeable in content area (Carolan & Guinn, 2007; Jahanjiri & Mucciolo, 2008; Mowrer, Love & Orem, 2004; Sockett, 2009; Carolan & Guinn, 2007; Vulcano, 2009)</p> <p>Knowledgeable about diversity and disabilities (Johnson, Humphrey & Allred, 2009)</p> <p>Effective communicator (Johnson, Humphrey & Allred, 2009; Mowrer, Love & Orem, 2004; Vulcano, 2009)</p> <p>Teaches clearly (Azer, 2005; Sockett, 2009)</p> <p>Provides positive feedback and is responsive (Azer, 2005; Sockett, 2009; Stronge, 2002)</p> <p>Differentiates instruction (Carolan & Guinn, 2007)</p> <p>Uses effective classroom management (Stronge, 2002)</p> <p>Extensive pedagogical knowledge and skills (Stronge, 2002)</p>	<p>Interesting and creative (Azer, 2005; Mowrer, Love & Orem, 2004; Vulcano, 2009; Walker, 2008)</p> <p>Approachable (Jahanjiri & Mucciolo, 2008; Mowrer, Love & Orem, 2004; Vulcano, 2009; Walker, 2008)</p> <p>Enthusiastic, energetic and persistent (Jahanjiri & Mucciolo, 2008; Mowrer, Love & Orem, 2004; Sockett, 2009; Stronge, 2002; Vulcano, 2009)</p> <p>Fair, realistic and high expectations (Mowrer, Love & Orem, 2004; Sockett, 2009; Stronge, 2002; Vulcano, 2009; Walker, 2008)</p> <p>Humorous, happy and positive (Jahanjiri & Mucciolo, 2008; Vulcano, 2009; Walker, 2008)</p> <p>Flexible and open-minded (Mowrer, Love & Orem, 2004; Sockett, 2009; Vulcano, 2009)</p> <p>Motivating and encourages student participation (Azer, 2005; Jahanjiri & Mucciolo, 2008; Stronge, 2002; Vulcano, 2009)</p> <p>Cares for students (Azer, 2005; Jahanjiri & Mucciolo, 2008; Mowrer, Love & Orem, 2004; Stronge, 2002; Vulcano, 2009; Walker, 2008)</p> <p>Committed to the profession (Azer, 2005; Stronge, 2002)</p> <p>Encourages and appreciates diversity (Azer, 2005)</p> <p>Participates in self-development (Azer, 2005; Johnson, Humphrey & Allred, 2009)</p> <p>Encourages a fair, open and trusting learning environment (Azer, 2005; Carolan & Guinn, 2007; Walker, 2008)</p> <p>Emphasizes teamwork (Azer, 2005)</p> <p>Empathetic (Jahanjiri & Mucciolo, 2008)</p> <p>Self-confident (Jahanjiri & Mucciolo, 2008)</p> <p>Accessible (Mowrer, Love & Orem, 2004)</p> <p>Respectful, tolerant and forgiving (Mowrer, Love & Orem, 2004; Sockett, 2009; Stronge, 2002; Walker, 2008)</p> <p>Reflective and has self knowledge (Sockett, 2009; Stronge, 2002)</p> <p>Courageous (Sockett, 2009)</p> <p>Sincere, truthful and trustworthy (Sockett, 2009; Walker, 2008)</p> <p>Knows and understands students (Carolan & Guinn, 2007)</p> <p>Organized and prepared (Carolan & Guinn, 2007; Stronge, 2002; Walker, 2008)</p>

*Correlated with higher student achievement than other factors in these studies.

Table Two: Cross-Institutional Curriculum Planning

Content Area	Changes to Program	K-12 Input	NDSU, VCSU, MSUM Partnership
Assessment/Data Based Practices/Instructional Strategies	<ol style="list-style-type: none"> 1. Redesign and/or develop assessment coursework to use student assessment to guide decision-making. 2. Review and revise methods courses. 3. Develop concurrent field experience that integrates educational theory and classroom practice. 	<ol style="list-style-type: none"> 1. Carefully selected cross-institutional group of teachers/administrators from P-12 system to design coursework. 2. Input from cross-institutional P-12 advisory groups. 3. Survey of local system assessment practices (developed in coordination with P-12 administrators). 4. Develop co-teaching models with P-12 partners. 	<p>Cross-institutional work group.</p> <p>Joint survey of local district assessment practices.</p> <p>Common professional development activities.</p>
Classroom Management	Review and revise classroom management coursework for each university to assure “learning environments” are supported by physical, social, instructional applications.	<p>Two Phases:</p> <ol style="list-style-type: none"> 1. Involve P-12 teachers in course development. 2. Develop advisory group of P-12 teachers to review course syllabi and plans. 3. Develop co-teaching models with P-12 partners. 	<p>Cross-institutional work-group.</p> <p>Common professional development activities.</p>
Instructional Technology	Review and revise coursework that addresses technology content and standards.	<ol style="list-style-type: none"> 1. Identify K-12 teachers who are progressive in infusing technology into instruction. 2. Provide financial support for K-12 participants in developing course syllabi that incorporates technology content (protection, safety, pedagogy). 3. Develop co-teaching models with P-12 partners. 	<p>Cross-Institutional Work Group</p> <p>Common professional development activities.</p>
Diversity	<ol style="list-style-type: none"> 1. Identify common coursework across the three universities to infuse community-based experiences that reflect social, at-risk issues for P-12 students. 2. Develop a common list of agencies/supports for community-based experiences. 3. Infuse SpEd standards into coursework. 4. Infuse ELL standards into coursework. 	<ol style="list-style-type: none"> 1. Input from P-12, agency, parental advisory groups. 	<p>Cross-institutional work groups.</p> <p>Offer SpEd certificate.</p> <p>Offer ELL certificate/endorsement.</p>

Table Three: Place and Support

Design Topic	Focus Area	Key Features	Changes to Program
Place graduates in schools that support success	Characteristics of schools	Develop collaborative agreements with P-12 systems that assure partnership in providing/developing: <ul style="list-style-type: none"> • Positive, nurturing environments • Mentoring systems • Sharing of learner assessment data • Professional development activities • Co-teaching models • Best practice 	No current placement strategies or formal agreements with P-12 schools. Change support from ending at graduation to initial years of teaching
Place graduates in schools that support success	Evaluation of partner schools	K-12 partners along with university faculty will develop evaluation procedures including interviews, focus groups, survey, embedded university liaisons	Current procedures are anecdotal; we will develop formal data-based procedures.
Place graduates in schools that support success	Ensuring candidates are placed in schools and with teachers that are effective	<ul style="list-style-type: none"> • Develop partner schools using the PDS model. • First year teachers fully supported by universities • Analysis of student assessment data in making placements 	<ul style="list-style-type: none"> • No current assurance of teacher candidate's placement in supportive environments. • New component to reform of our current programs.
Support teacher graduates	Residency/mentoring options	Develop collaborative agreement with P-12 partners to develop: <ul style="list-style-type: none"> • Resident paired with effective teacher • Mentoring/e-mentoring 	<ul style="list-style-type: none"> • Currently no supports for graduates • Residency/mentoring options are new
Assure that graduates are supported once they begin professional practice	Years one through four	<ul style="list-style-type: none"> • Provide ongoing professional development, professional learning communities as desired, round-up activities (bringing together alumni), • Assist with data driven decision making • Assigning university liaison to each partner school to mentor residents and new teachers • Support to veteran teachers • Collaborate with school on professional development activities • Develop e-mentoring and online professional development for distant new teachers 	Current support is for student teachers only. No supports for graduate beyond letter of recommendation.
Assure that graduates are supported one they begin professional practice	Incentives for graduates	<ul style="list-style-type: none"> • Credits toward graduate degree • Teacher leader certificate • Increased opportunity for lane change • Increased opportunity for employment in PDS • Graduate with a specialty area • Strong support system • Scholarship support for graduate work 	As we have no current supports for graduates, these incentives all reflect change in practice.

Table Four: Program Evaluation, Evaluation Framework

Recruitment Evaluation Framework				
Activities	Resources	Data to be Collected	Intermediate Goals	Results
Study relevant literature refine admission processes Model high quality teacher education programs	Faculty work time	Student achievement data Admission GPA, Praxis I test scores, evidence of communication skills (to be determined), dispositions associated with effective teachers (to be determined)	Identify characteristics of highly effective teachers	Identify candidates most likely to be effective teachers
Audience-specific campaigns Selling Teaching Selling our Institutions	Project coordinator Recruiting specialists Advertising materials	Enrollment numbers Admission GPA, Praxis I test scores, evidence of communication skills (to be determined), dispositions associated with effective teachers (to be determined)	Increase program applications, especially those from underrepresented groups Increase candidates in high need areas	Attract high caliber candidates
Preparation Evaluation Framework				
Activities	Resources	Data to be Collected	Intermediate Goals	Results
Redesign core educational courses to reflect best practice Embed coursework within intentionally designed field experiences	Faculty and P-12 partner work time Faculty professional development	Course level assessments (to be created) Program level cross-institution common assessments (to be created)	Create curriculum maps Redesigned coursework Develop course and program level assessments	Candidates will have a strong foundation in core teaching knowledge and skills (assessment, instructional planning and strategies to support diverse learners, classroom management, and educational technology)
Work with P-12 partners to design field experiences	Faculty and P-12 partner work time Technical equipment and support for virtual classrooms	Field experience assessments (to be created)		Establish high quality, relevant on-site and virtual continuum of field experiences
Work with P-12 partners to design field experiences and redesign coursework	Faculty and P-12 partner work time	Field experience assessments (to be created)		Candidates will be proficient in using value added assessment.
Update existing menu items Design STEM option Design Special Education options	Faculty and P-12 partner work time Faculty professional development	Course level assessments (to be created) Program level cross-institution common assessments (to be created)	Articulation Agreement Create Curriculum Maps Designed and redesigned coursework	Candidates will have an area of expertise from the Menu of Options

			Develop course and program level assessments	
Placement Evaluation Framework				
Activities	Resources	Data to be Collected	Intermediate Goals	Results
<p>Conduct literature reviews to determine ideal school environments</p> <p>Work with P-12 schools to establish supportive and innovative school environments</p>	Faculty and P-12 partner work time	<p>Needs Assessment (to be developed)</p> <p>Educator surveys (to be developed)</p> <p>Environmental observation protocol (to be developed)</p> <p>P-12 Institutional data (workload, class size, and others to be determined)</p>	<p>Identify qualities of good school environment</p> <p>Identify best schools for placements</p> <p>Establishment of Professional Development Schools</p>	Graduates will be placed in supportive and innovative educational environments
Support Evaluation Framework				
Activities	Resources	Data to be Collected	Intermediate Goals	Results
<p>Conduct extensive literature review on effective teachers</p> <p>Conduct original research on effective teaching</p>	<p>Faculty and P-12 partner work time</p> <p>Graduate Assistants</p>	<p>Teaching Observation protocol (to be developed)</p> <p>Student achievement data/value-added assessment</p>	Identify qualities of effective teachers	100% of graduates are effective teachers
<p>Conduct extensive literature review on training mentors and mentoring programs</p> <p>Design and implement mentor training</p> <p>Conduct original research on mentoring</p>	Faculty and P-12 partner work time	<p>Mentor and mentee journals</p> <p>Mentor evaluations (to be developed)</p> <p>Mentor demographic data (years of experience, education)</p>		Mentors provide high quality support to graduates
<p>Conduct extensive literature review on new teacher induction</p> <p>Design and implement induction program</p> <p>Design and implement residency program</p> <p>Conduct original research on</p>	<p>Faculty and P-12 partner work time</p> <p>Project coordinator</p>	Induction activity participant evaluations (to be developed)	New master's degree in Teacher Leader with strands including assessment and mentoring	The induction program supports graduates' effective teaching and professional growth

induction activities				
Design new master's degree program in Teacher Leadership				

Table Five: Timeline						
December	January	February	March	April	May	June-August
RECRUITMENT						
Project Coordinators from each campus meet with recruiting work group to determine plans Recruiting workgroup continues to review literature on effective teaching	Project Coordinators work with campus recruiting offices and publication services to create detailed recruiting plans Recruiting workgroup collaborates with faculty on each campus to revise admission processes	Project Coordinators work with campus recruiting offices and publication services to create detailed recruiting plans Recruiting workgroup collaborates with faculty on each campus to revise admission processes	Project Coordinators present plans to faculty on each campus. Plans are revised based on faculty input Recruiting workgroup collaborates with faculty on each campus to revise admission processes	Project Coordinators work closely with publication services to prepare campaign media Each institution reviews recommendations for new admissions processes and revisions are made based on faculty input	Project Coordinators work to make contacts with teachers, advisors, counselors, and Arts & Sciences faculty Project Coordinators work with counselors to begin education clubs New admissions processes are approved for use Fall 2010	Project Coordinators work with secondary programs held on campus to target potential students and with campus orientations to build awareness for teacher preparation Recruiting workgroup works with Assessment Coordinators to adjust assessment systems as needed for new admissions processes
PREPARATION						
Identify membership of four cross-institutional work-groups (assessment, classroom management, technology, diversity)	Cross-institutional workgroups meet to confer on pedagogical knowledge and content of coursework.	Content workgroups report back to core team and institution faculty.				
STEM Certificate						
STEM courses will begin to be developed. Adjunct faculty will be hired to develop two courses a month. Meet with our partner West Fargo STEM Middle School to fine ways that we can work together	Two new STEM courses will be developed. STEM methodology for elementary teachers and STEM for middle level teachers	Two new STEM courses developed for the new certificate. Develop workshops in STEM education for classroom teachers.	Continue to develop and refine new STEM courses	Continue to develop and refine STEM courses. Plan workshops.	Continue to develop and refine STEM courses and workshops.	Implement STEM workshops for classroom teachers and have courses ready for new certificates fall semester.
ELL Endorsement						
Meet with ELL coordinator to seek ways to integrate ELL in method courses	ELL courses in Graduate and undergraduate program will be evaluated and teams will be formed to find ways to recruit candidates into the ELL program.					

Alternative Field Base Licensure Program						
•Identify faculty workgroup to include P-12 partners. •Literature review of model programs.	Monthly meeting of workgroup to discuss reviewed models.	Monthly meeting of workgroup to discuss reviewed models.	Monthly meeting of workgroup to discuss reviewed models.	Monthly meeting of workgroup to discuss reviewed models.	Monthly meeting of workgroup to discuss reviewed models.	Develop competencies for online training modules and field experiences.
Content Modules for Science Licensure						
Identify Stakeholders	Identify modules to be developed	Module development	Module development	Module development	Module development	Module development
Certificate in School Based Assessment						
Cross institutional work group plans and designs courses	Cross institutional work group plans and designs courses	Cross institutional work group plans and designs courses	Plans are presented to faculty at each campus and revised as needed Plans are submitted to each campus's course approval committees	Plans move through approval committees (revised as needed)	Plans move through approval committees (revised as needed)	Plans move through approval committees (revised as needed)
MSUM Institutional Reform						
Meet with Arts & Science faculty to develop content coursework.	Meet with Arts & Science faculty to develop content coursework.	Meet with Arts & Science faculty to develop content coursework.	•Seek coursework and program approval from Teacher Prep Committee and APAC. •Seek graduate coursework approval from Graduate Council. •Submit program to MN Board of Teaching	Submit paperwork to MNSCU for program approval.		
NDSU Institutional Reform						
Workgroups redesign all education courses and field experiences. Faculty schedule training with Marzano and other professional development	Workgroups redesign all education courses and field experiences. New career exploration class submitted for approval to Academic Affairs	Workgroups redesign all education courses and field experiences.	NDSU Teacher Ed taskforce evaluates scope and sequence of new courses.	Workgroups and assessment committee draft assessment tools to measure program competencies.	Workgroups and assessment committee draft assessment tools to measure program competencies.	Assessment tools are put through validity checks.
VCSU Institutional Reform						
School of Education faculty, arts and science faculty, and classroom teachers meet to begin development and redesign of education courses and field experiences. Training with Marzano	Continue to meet with classroom teachers and arts and science faculty to redesign education courses and field experiences.	Continue to meet with classroom teachers and arts and science faculty to redesign education courses and field experiences.	Meet with Teacher Education Committee and gain approval for redesigned courses. Work with assessment committee to determine what data to collect and measure. Present new courses to curriculum committee for approval	Assessment committee develop assessment tools and collect baseline data.	Continue workgroups to develop assessment system and new courses.	Finalize course development and assessment plan. Assessment coordinator will work to develop a plan. Field experiences and all redesigned coursework will be refined and ready to go fall semester.

FIELD EXPERIENCE						
<ul style="list-style-type: none"> *research models of embedded field experiences in courses *Identify virtual field experiences sites *Work with Place & Support work group to study models of P-16 partnerships. *study Renaissance teacher work sample model *research inter-rater reliability for assessment forms 	<ul style="list-style-type: none"> *design embedded field experiences *receive training on Renaissance teacher work sample model *receive assistance from assessment work group on inter-rater reliability for assessment forms *Identify virtual field experiences sites/make site visits *Work with Place & Support work group to study models of P-16 partnerships. 	<ul style="list-style-type: none"> *design embedded field experiences *develop common supervisor training *develop common assessment forms *Develop agreements with virtual field experiences sites/make site visits/determine what equipment is needed for implementation *Work with Place & Support work group to develop PETL model for P-16 partnerships. 	<ul style="list-style-type: none"> *develop common supervisor training *develop common assessment forms *develop common cooperating teacher training *develop incentives for highly trained cooperating teachers *Attend PDS national conference. *Work with Place & Support work group to develop PETL model for P-16 partnerships. 	<ul style="list-style-type: none"> *develop common student teaching orientation *plan for implementation new student teacher orientation *develop common cooperating teacher training *Work with Place & Support work group to develop guidelines/agreements for P-16 partnerships. 	<ul style="list-style-type: none"> *plan for implementation of new field experiences, new supervision training, new cooperating teacher training, new student teacher orientation *hold new student teaching orientation *order equipment for virtual field experiences 	<ul style="list-style-type: none"> *plan for implementation of new field experiences, new supervision training, new cooperating teacher training *Visit virtual sites to plan for implementation of virtual field experiences *hold new supervision training and cooperating teacher training *practice run for virtual field experiences equipment
PLACE AND SUPPORT						
<ul style="list-style-type: none"> •Literature review •Develop professional development library for partner schools and faculty •Meet with partners to begin discussion and development of training materials 	<ul style="list-style-type: none"> •Research and collaborate with university partners •Meet with P-12 partners on site •Cognitive Coaching Training •Develop surveys to identify assessments and practices used in schools •Examine partner school AYP/School report •Continue to develop professional dev library •Visit a residency school and/or visit with Barnett Berry 	<ul style="list-style-type: none"> •Research and collaborate with univ partners •Meet with P-12 partners on site •Develop surveys of assessments and practices used in schools. •Send out surveys •Instructional Coaching training -Chris Bryan-Instructional Coaching with Fargo School District •School visits to prepare for developing elements of our model of partnering with school •Create report of surveys sent in Feb. •Create report of partner schools AYP records. •Research strategies to identify teacher leader/fellows characteristics 	<ul style="list-style-type: none"> •Research and collaborate with partners •Residency roundtable on campus •Development of online academy. Includes e-mentoring and professional development modules for partner schools. •School visits •Survey schools to find out what mentor programs are in place. •Develop a follow up process if they get a position. USMail Sweeps. •Collaborate and begin developing the support follow up for all new teachers and what that could include. Plan to implement fall 2011. •Develop materials •Visit partner schools classrooms •Continue researching criterion for teacher/mentor/leader 	<ul style="list-style-type: none"> •Research and collaborate with univ partners •Attend assessment and Target Standards Conference •In collaboration with P-12 administration, select teachers for training •School visits •Development of online academy. Includes e-mentoring and professional development modules for partner schools. •Collaborate with Service coop and Dr. Matt Burns. •Development of data analysis day for mentoring. What do faculty and new teachers need-MAP, Aimsweb, RTI, Diff Instruction.. •Collaborate with service coops to plan professional development activities Dr. Matt Burns. 	<ul style="list-style-type: none"> •Research and collaborate with univ partners •Residency roundtable on campus •School visits •Prepare brochure and materials for printing •Development of online academy. Includes e-mentoring and professional development modules for partner schools. •School visits •Development of data analysis day for mentoring. What does this look like? Collaborate with Service Coop. •Sample survey of what new teachers feel they were missing? •Collaborate with assessment committee to assess using value-added as well as dispositions for evaluation. 	<ul style="list-style-type: none"> •Instructional Coaching •Create mentor teacher coaching •Continued development of online U. Includes e-mentoring and professional development modules for partner schools. •School visits with administrators to discuss residency model. •NWEA MAP testing training. •Develop resources for a mentees data retreat. "using data for instructional decision making." •Begin development of agreements with partner schools regarding mentoring and future residency program •What is it they want to measure, assessment group will help develop, distribute and analyze? Begin implementation 2011. This it to measure student achievement in

						classes of our graduates. •Collaborate with preparation committee and become more familiar with the teacher sampling model that will be used in preparation of teacher candidates.
Evaluation						
Assessment Coordinators meet with each workgroup to fully design the evaluation plan Graduate assistants hired to assist with database development and maintenance Assessment coordinators revise campus assessment systems and begin designing cooperative project database	Assessment Coordinators meet with each workgroup to fully design the evaluation plan Assessment coordinators revise campus assessment systems and begin designing cooperative project database Formal agreements drawn up with partner schools	Assessment Coordinators meet with each workgroup to fully design the evaluation plan Assessment coordinators revise campus assessment systems and begin designing cooperative project database Formal agreements drawn up with partner schools	Assessment Coordinators meet with each workgroup to fully design the evaluation plan Assessment coordinators revise campus assessment systems and begin designing cooperative project database Formal agreements drawn up with partner schools	Assessment Coordinators meet with each workgroup to fully design the evaluation plan Assessment coordinators revise campus assessment systems and begin designing cooperative project database	Assessment Coordinators work with Project Coordinators to develop project progress report Assessment coordinators revise campus assessment systems and begin designing cooperative project database	Assessment Coordinators work on cooperative database entering baseline data