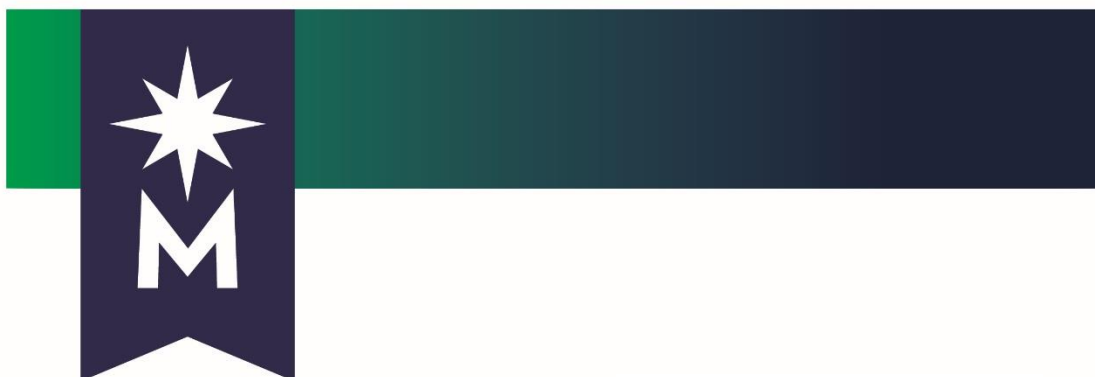


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February 15, 2020

Academic & Student Affairs

The Urban Teaching Program in the School of Urban Education at Metropolitan State University

Report to the Legislature

Minnesota State

Metropolitan
State University



School of Urban Education

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

February 2020

OVERVIEW

The School of Urban Education (UED) at Metropolitan State University is charged with the mandate of preparing racially and ethnically diverse teachers equipped with critical skills to teach in diverse classrooms in urban settings. The UED, previously known as the Urban Teacher Program, was founded in 2001 following state legislation in 2000 that authorized Metropolitan State University to offer a new teacher education program to “meet the needs of Minneapolis, St. Paul and inner-ring suburbs”. The legislation mandated Metro State to enroll at least 50 percent teacher candidates of color with hopes of building a diverse and stable teacher workforce among classroom teachers.¹ The UED was recently reaccredited by the Professional Educator Licensing and Standards Board (PELSB) with continuing approval to offer teacher education licensure programs through June 30, 2023. Today, the UED offers undergraduate and graduate degree programs leading to teacher education licensure in the following majors:

- Urban Early Childhood Education (undergraduate only)
- Urban Elementary Education (undergraduate only)
 - Pre-Primary Endorsement (undergraduate and graduate)
- Urban Secondary Education (undergraduate and graduate)
 - English/Communication Arts & Literature
 - Life/General Sciences
 - Mathematics
 - Social Studies
- English as a Second Language (additional undergraduate and graduate licensure, initial approval Fall 2017, launched Fall 2018)
- Special Education (additional ABS graduate licensure, initial approval Fall 2017, launched Fall 2018)

Over the years, UED has been committed to prepare and retain highly qualified racially and ethnically diverse teachers for PreK-12 classrooms in the metro area. Over the years, the number and percentage of students of color or American Indian (TOCAIT) enrolled in the UED have been on the increase. Today, UED prepares a significantly higher percentage of

¹ According to the 2017 Minnesota Teacher Supply and Demand Report published by the Minnesota Department of Education, less than 4.2 percent of teachers are of color, while students of color represent 41 percent of the student population. Of the 32,246 teachers in the Twin Cities Metro Area, only 2,197 (6.8%) are of color or American Indian while 41.1 percent of 475,092 students in metro area schools are of color or American Indian.

teacher candidates of color when compared to other teacher preparation programs in the state (see Table 1). Clearly, enrollments in these other teacher preparation programs remain predominantly white with the exception of a few specialized programs that receive extra funding to cater to students of color and American Indian students.

Table 1: Top 10 MN Institutions Enrolling TOCAIT Candidates² (2018 Title II Reporting Year, AY16-17)

Institution	Number of Candidates Admitted and Enrolled		% Teachers of Color or American Indian Teacher Candidates
	ALL Teacher Candidates	Teachers of Color or American Indian	
Metro State	296	157	53%
Concordia-St. Paul	197	53	27%
Augsburg	217	49	23%
St. Thomas	366	80	22%
U of M-Twin Cities	504	101	20%
Hamline	400	79	20%
MSU-Mankato	1,035	132	13%
St. Cloud State	785	100	13%
U of M-Duluth	511	37	6%
Bemidji State	681	37	5%

Increasing the number of teachers of color requires intentional preparation and hiring, providing ongoing support, and addressing college affordability. To this end, UED prioritizes seeking funding to alleviate the financial constraints that TOCAIT candidates often experience during and prior to student teaching. The CUGMEC grant supplements UED's efforts to increase TOCAIT candidate recruitment, retention, completion and successful entry into the teaching profession. Money from the grant has been used to: (i) award tuition scholarships to TOCAIT candidates to cover course and student teaching credits, and (ii) provide intensive teacher preparation support programs including tutoring support, exam fee vouchers, and other supports to ensure teachers of color successfully complete preparation programs.

² Note: Data compiled above from publicly reported data in the 2018 federal Title II Report, in AY2016-17. For this reporting year, there were only 1,067 teachers of color and American Indian teachers (TOCAIT) candidates enrolled in 38 Minnesota teacher preparation programs--they represented just 13% of 8,199 total candidates in the state yet K-12 students of color and American Indian students represented 30% of all students. The top ten institutions listed above enrolled 820 TOCAIT candidates or 77% of all TOCAIT candidates in the state.

CONTINUED OUTCOMES RELATED TO THE 2000 LEGISLATURE’S TARGET OF THE PROGRAM ENROLLING AT LEAST 50% STUDENTS OF COLOR

The mission of UED since 2002 has been to increase the number and percentage of TOCAIT in the Twin Cities metro area. Over the years, the UED mission has shaped every facet of the program ranging from admissions to an integrated curriculum. Beyond this, the mission has helped create a cohesive set of policies, policy decisions, and programmatic practices that provide students with great learning experiences.

Enrollment: Over the years, the number and percentage of students of color or American Indian enrolled in the UED have been on the increase. As shown in Figure 1, the number of students of color or American Indian increased from 127 in 2013 to 195 in 2019. During academic year 2018-19, we had 195 students of color or American Indian candidates taking the required coursework ranging from content and methods classes to student teaching (a 117% increase since 2012-13) and they represent 52.6 percent of all candidates in UED. Figure 2 shows the license majors, number, and percentage of students admitted and enrolled in UED in FY2019. This aside, the number of students of color enrolled in UED declined from 244 in FY2018 to 195 in FY2019. A large part of the 20 percent drop in enrollment can be attributed to the suspension in admission of new students into the secondary math and science education program majors in the summer 2018.

Figure 1: UED Student Enrollment Trends Comparing SoC and Whites, FY2013-19

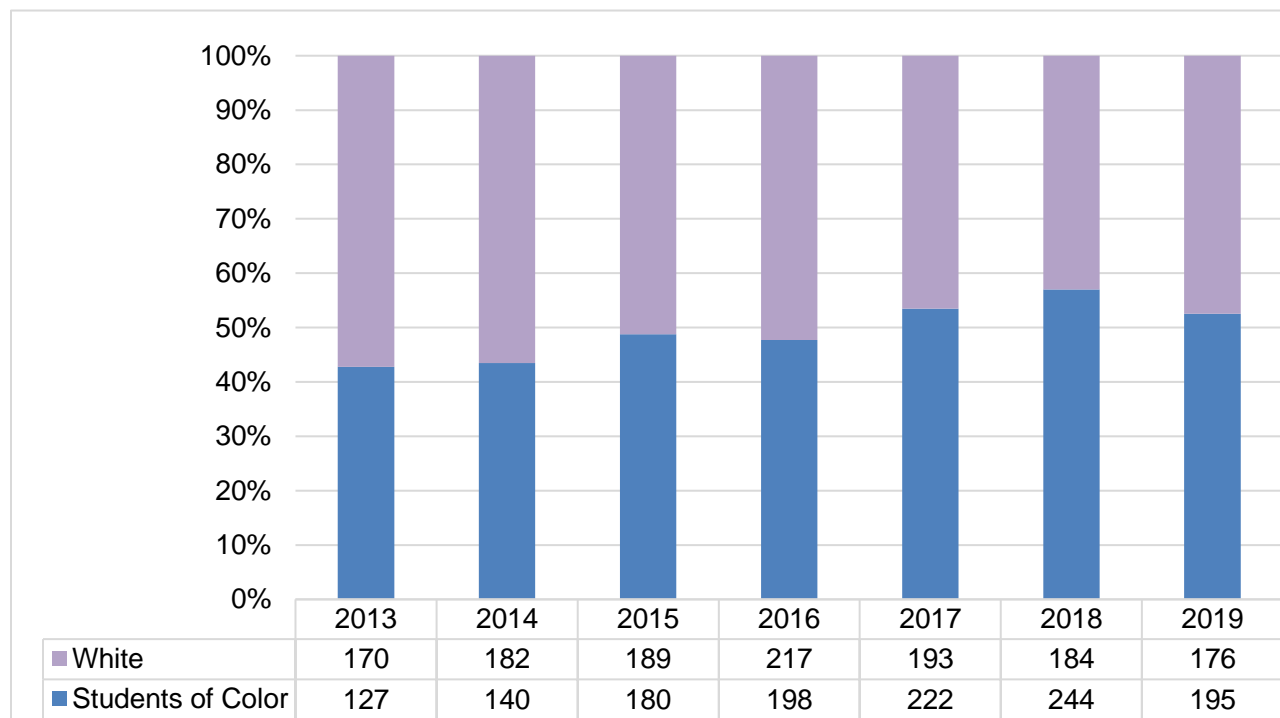
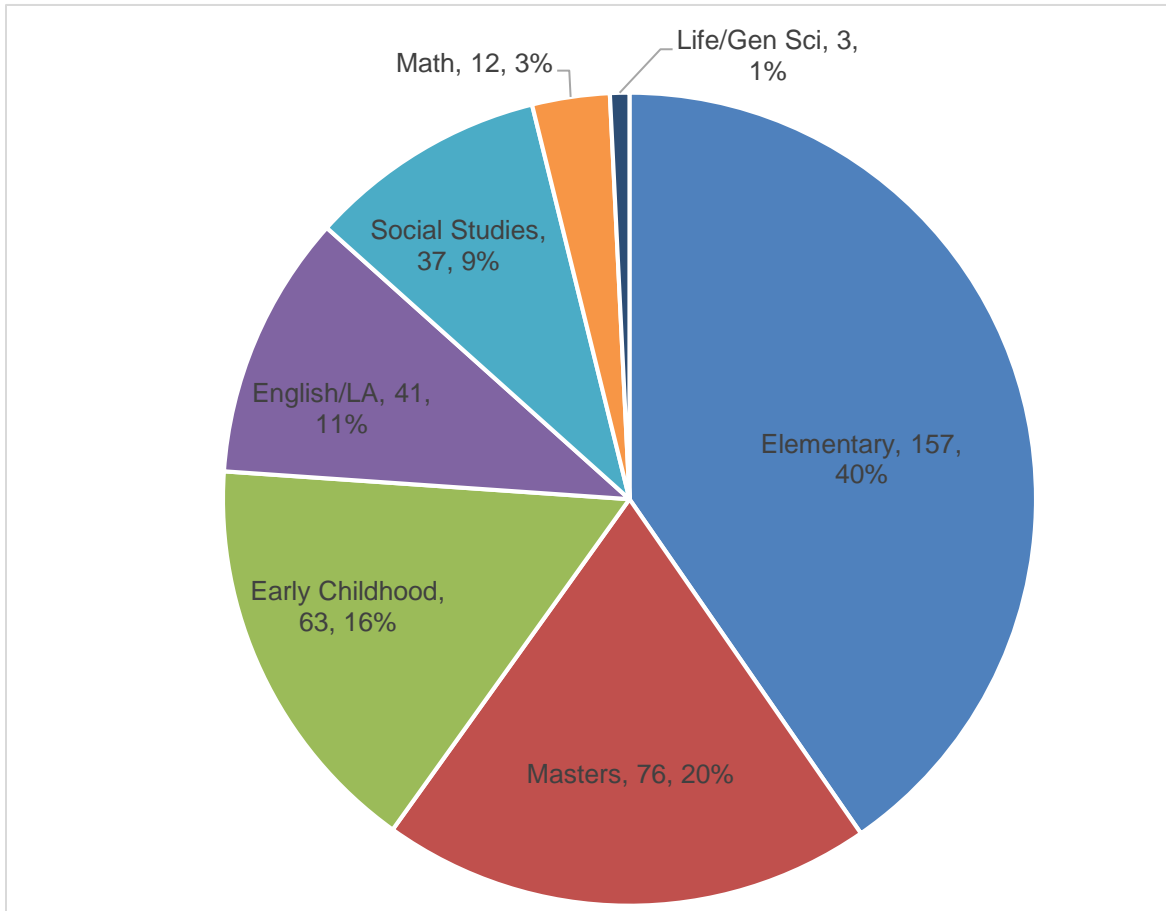
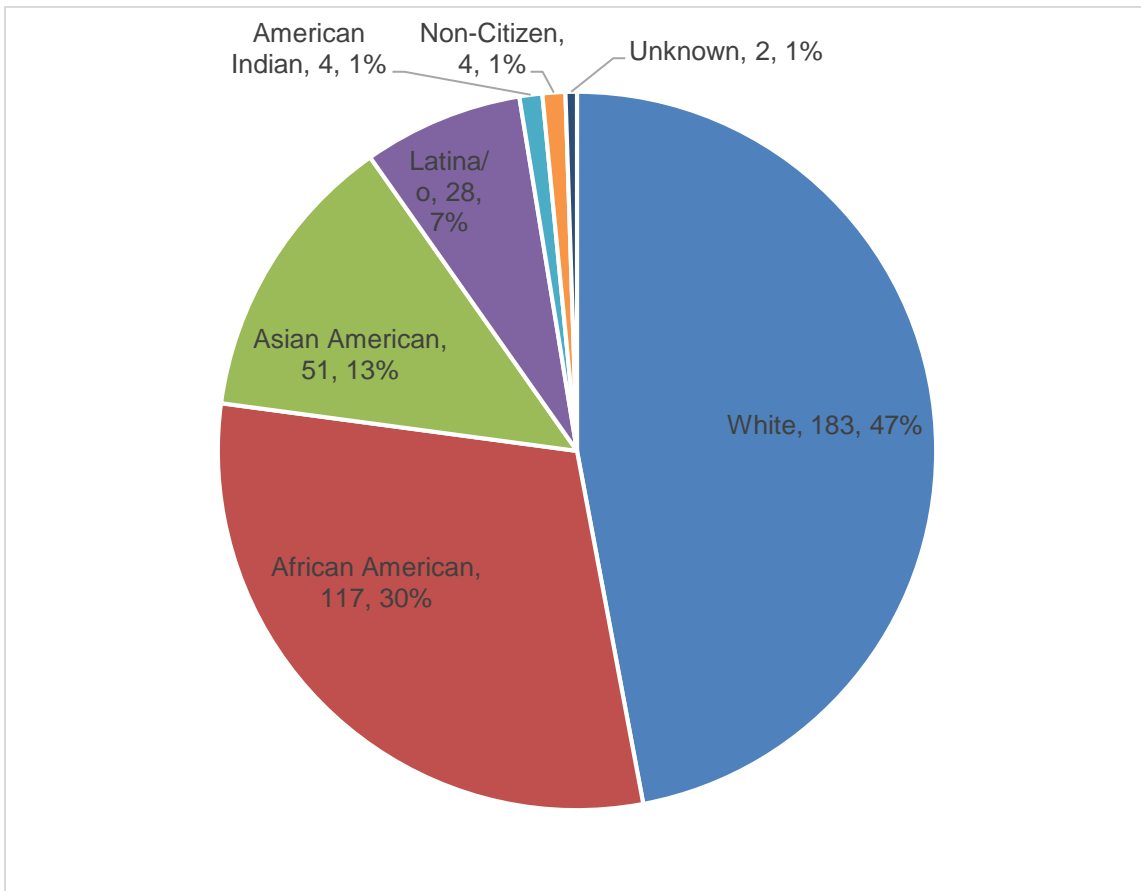


Figure 2: Majors of Students Admitted and Enrolled in UED AY 2019-2020 (n=389)

Preparation of teachers of color or American Indian teachers is a relevant concern given the increasingly diverse student population in the Twin Cities metro area. UED has maintained a healthy enrollment of students of color or American Indian students over the last decade. Figure 3 shows the number and percentage of students of color or American Indian admitted and enrolled in UED in FY2019. With minimal scholarship support, UED has attracted historically underrepresented groups such as Black/African Americans, Latinos, American Indians, and Asians. Increasingly, the UED works in collaboration with community colleges throughout the metro area and several school districts to recruit, prepare, and mentor teachers of color to help close achievement gaps for students of color. Today, a majority (53%) of the students enrolled in the UED are people of color or American Indian; surpassing the expected enrollment goal of 50 percent teacher candidates of color set by the Legislature in 2000. This milestone has been achieved without continued earmarked program funding from the Legislature, without a program recruiter, and without implementing admission quotas.

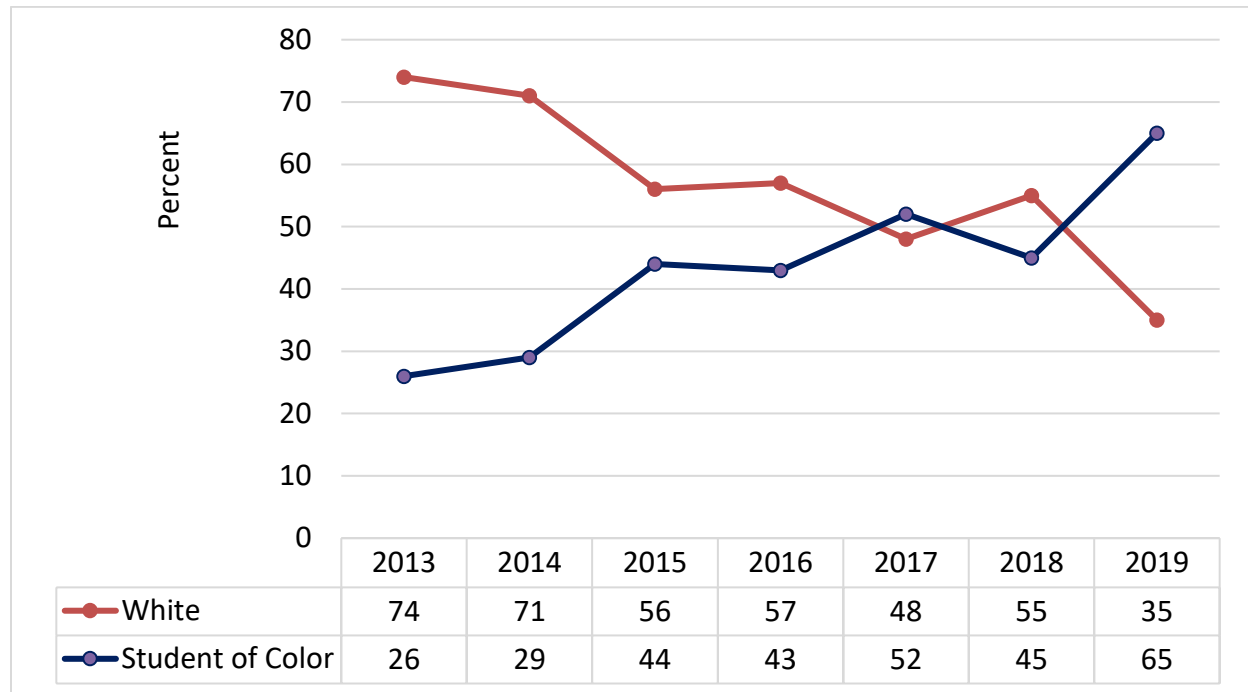
Figure 3: Primary Ethnicity of Students Admitted and Enrolled in UED AY 2019-2020 (n=389)



Student Teaching: Prospective teacher candidates in Minnesota must complete a degree at an approved teacher preparation school, gain field experiences and complete student teaching under a teacher licensed in the field the candidate is seeking licensure. As such, all UED licensure programs incorporate a wide range of ongoing field experiences that provide teacher candidates the opportunity to demonstrate skills and knowledge required in the Standards of Effective Practice. During field placements and student teaching, teacher candidates are able to observe and contribute to the intellectual and emotional growth of their students. As shown in Figure 4, the number of teacher candidates of color or American Indian teacher candidates who completed their student teaching has been on an increasing trend over the years. Of the 59 students who completed student teaching required for licensure during the academic year 2017-2018, 39 (66%) were students of color or American Indian. In FY2017-18, UED received a Collaborative Urban Educator (CUE) grant of \$90,000 to support TOCAIT candidates to complete student teaching for their licensure program. Between Spring 2018 and Fall 2019, a total of 44

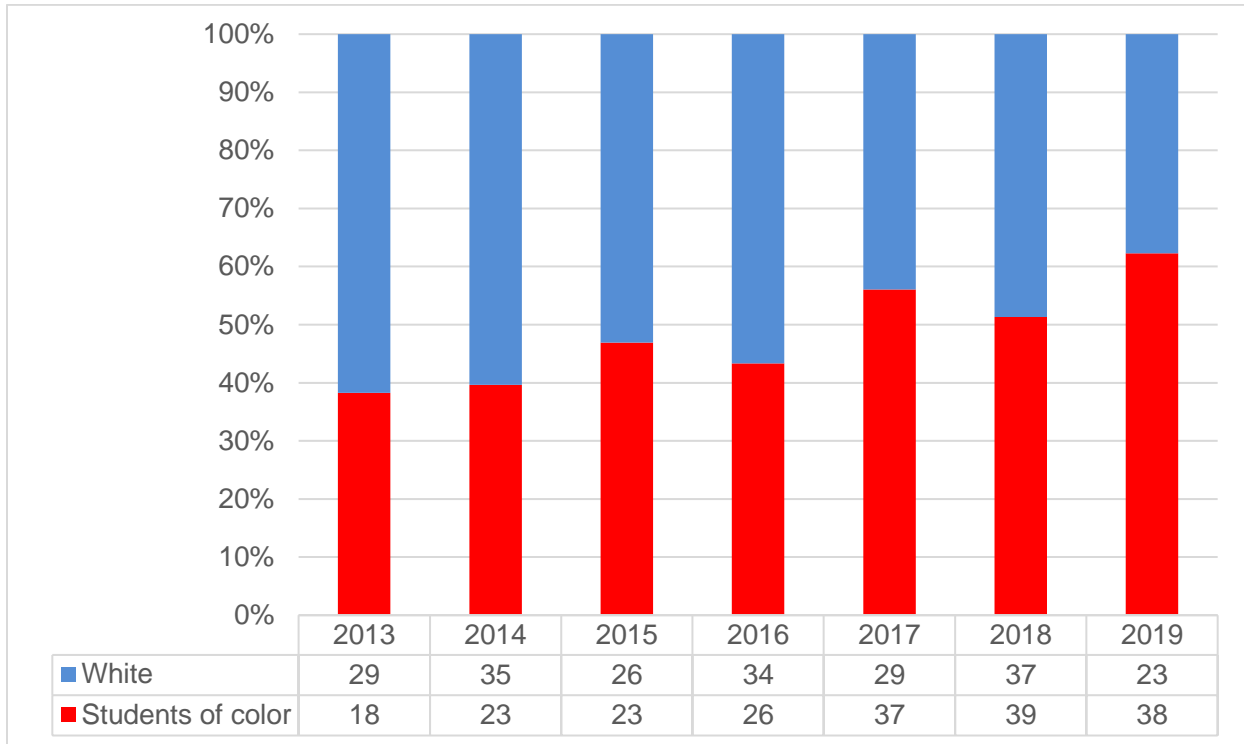
students of who did not receive state teacher candidate grants or other scholarships were awarded tuition scholarships for student teaching credits. Thus, TOCAIT candidates who completed their student teaching increased by 61 percent over the two years of the grant. The goal is to have all teachers of color or American Indian teachers to complete their student teaching and obtaining licensure.

Figure 4: UED Candidate Completion by Race as a Percent (%) (FY 2013–19)



Graduated: In order to graduate, UED teacher candidates must complete required coursework and earn and maintain a minimum GPA in content and professional education coursework. Students from UED can graduate without student teaching³ if they have earned 120 credits and have met other university degree requirements. The number of teacher candidates of color or American Indian who have graduated from UED has been growing steadily over the years (Figure 5). The number of teacher candidates of color who graduated from UED has marginally changed for the past three years. In a period of three academic years 2017-2018 to 2019-2020, a total of 203 students, including 114 (56%) TOCAIT candidates have received their degree awards in urban teaching. Of the 114 TOCAIT graduates, about 34 percent graduated without registering for student teaching. While graduating is a great milestone for teacher candidates of color or American Indian, obtaining licensure is the ultimate goal.

³ Student teaching is not considered a requirement for graduation but is required for licensure recommendation.

Figure 5: Numbers of UED Graduates by Race, FY 2013-19

Licensed: Teacher candidates obtain their teacher licensure after successfully completing student teaching, submitting an edTPA portfolio for scoring and passing the Minnesota Teacher Licensing Examinations (MTLE).⁴ The number of teacher candidates who have obtained their teacher licensure has been growing steadily over the years. Importantly, the number of teacher candidates of color who obtained their licensure increased from fourteen in FY2016 to seventeen in FY2018, accounting for a 21 percent increase. Starting Spring 2018, Metropolitan State University partnered with Augsburg University to offer an intensive mathematics tutoring session⁵ to help students prepare and pass the National Evaluation Series (NES) math subtest, which is needed to receive a Tier 4 teaching license in Minnesota. A performance analysis of the students who took the NES test between January 2017 and June 2018 found that the average scaled score for those participants who attended the NES Math Prep sessions was higher than those who did not attend the tutoring sessions. The number licensed is expected to increase once those who failed in one section of the MTLE exam do a retake and the spring 2019 cohort completes student

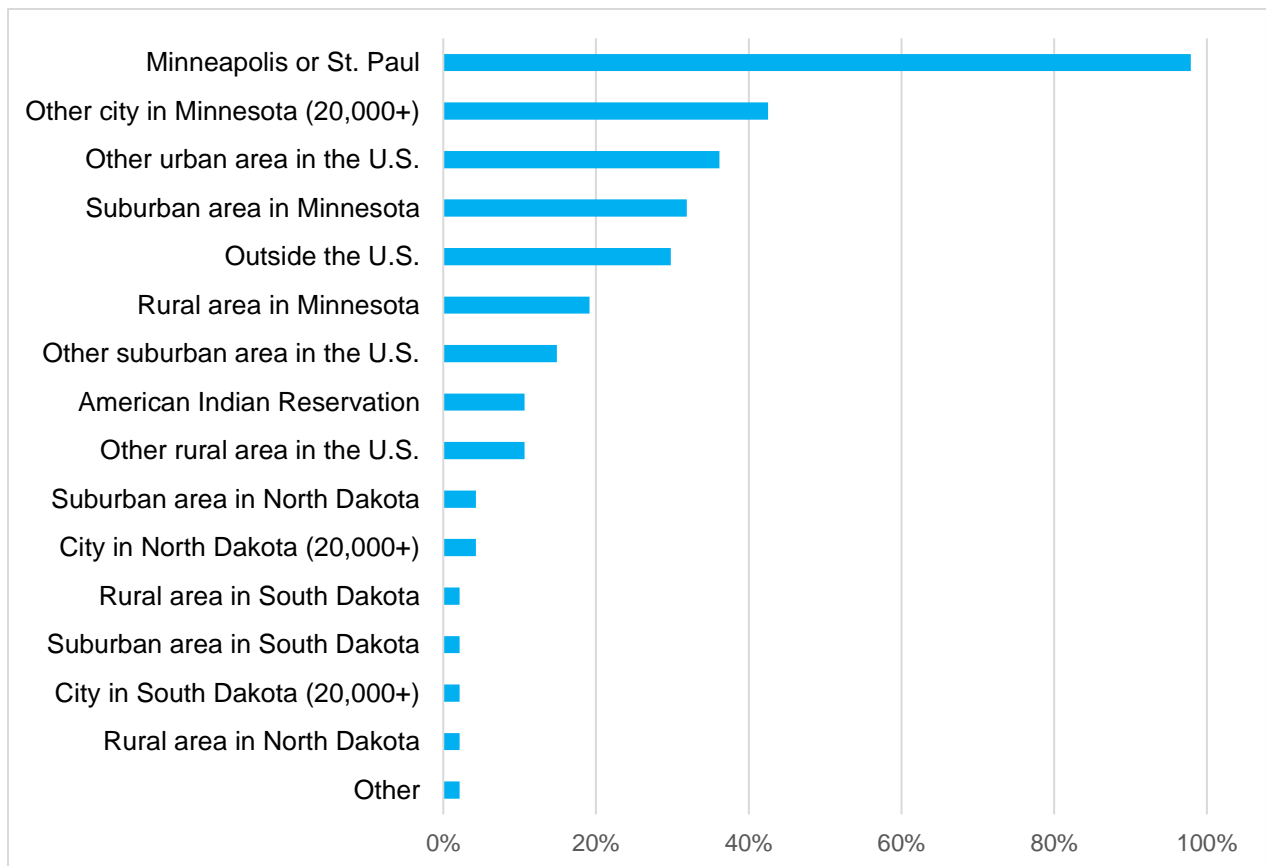
⁴ Teachers in Minnesota are required to demonstrate competency on a series of tests in basic skills: reading, writing, and math, along with pedagogy, and licensure field specific content area knowledge. The testing requirements vary between tiers, licensure field(s), and initial versus additional licensure field(s).

⁵ The foci of the 8-week intensive NES mathematics test prep sessions were: (i) to enhance participants' knowledge of the mathematics concepts that are covered in the NES mathematics subtest, (ii) exam taking skills and strategies, and (iii) to acclimate the participants to the NES mathematics subtest itself.

teaching. Having more teachers of color or American candidates participate in such interventions will ensure that students of color or American Indian students pass their licensure exams and ultimately get their teaching license, which will result in a pool of diverse teachers whom school districts can employ to reflect their student populations.

Newly Employed: Most UED teacher graduates head to the teaching workforce. According to the FY2019 student exit survey, a great majority of the UED teacher candidates prefer to seek employment in the Twin Cities metro area schools (Figure 6). Drawing from available data, most of the teacher candidates who obtain their licensure before the start of the school year became employed within the Twin Cities metro area schools. PELSB normally updates its Educator Employment Reports database at the start of the school year. Currently the system doesn't allow access to the three year period for analysis and thus we cannot definitively report how many newly licensed teachers were hired as classroom teachers for the past three years. This notwithstanding, we know that most of the newly licensed teachers end up becoming employed in learning institutions within the Twin Cities metro area.

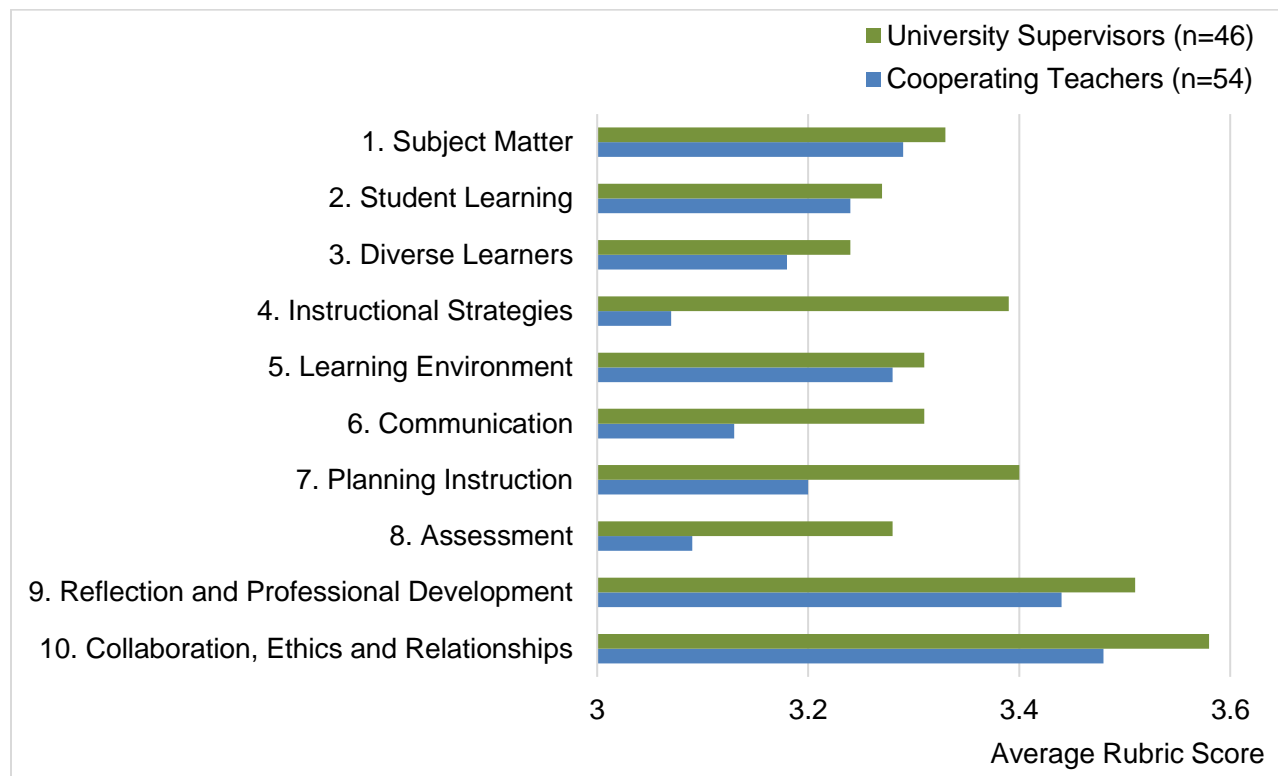
Figure 6: Where would you consider Teaching? (n=47)



EVALUATION OF STUDENT TEACHERS BY COOPERATING TEACHERS AND UNIVERSITY SUPERVISORS

Minnesota teacher candidates must demonstrate mastery of 10 standards related to knowledge, skills, and dispositions as laid out by PELSB. These standards are embedded in teacher education coursework, practicum placement, and student teaching. At the conclusion of the student teacher's experience, cooperating teacher and university supervisor evaluate the student teacher's performance in the classroom using a four-point rating scale; where (1) lacking, (2) emerging, (3) proficient and (4) exemplary. During the 2019-2020 academic year, both cooperating teachers and university supervisors rated the beginning teachers' teaching skills as proficient on average across the ten standards of effective practice (SEPs) (Figure 7). Though average scores by university supervisors were higher compared to those of cooperating teachers in all the SEPs, Reflection and Professional Development and Collaboration (standard 9), Ethics and Relationships skills (standard 10) and Subject Matter (standard 1) were highly rated by both cooperating teachers and university supervisors. On the other hand, there was huge variation in average scores between cooperating teachers and university supervisors on Instructional Strategies (standard 4), Assessment (standard 8), and Planning and Instruction (standard 7) and these are areas for further continuous improvement.

Figure 7: Overall Evaluation of Student Teaching, 2019.



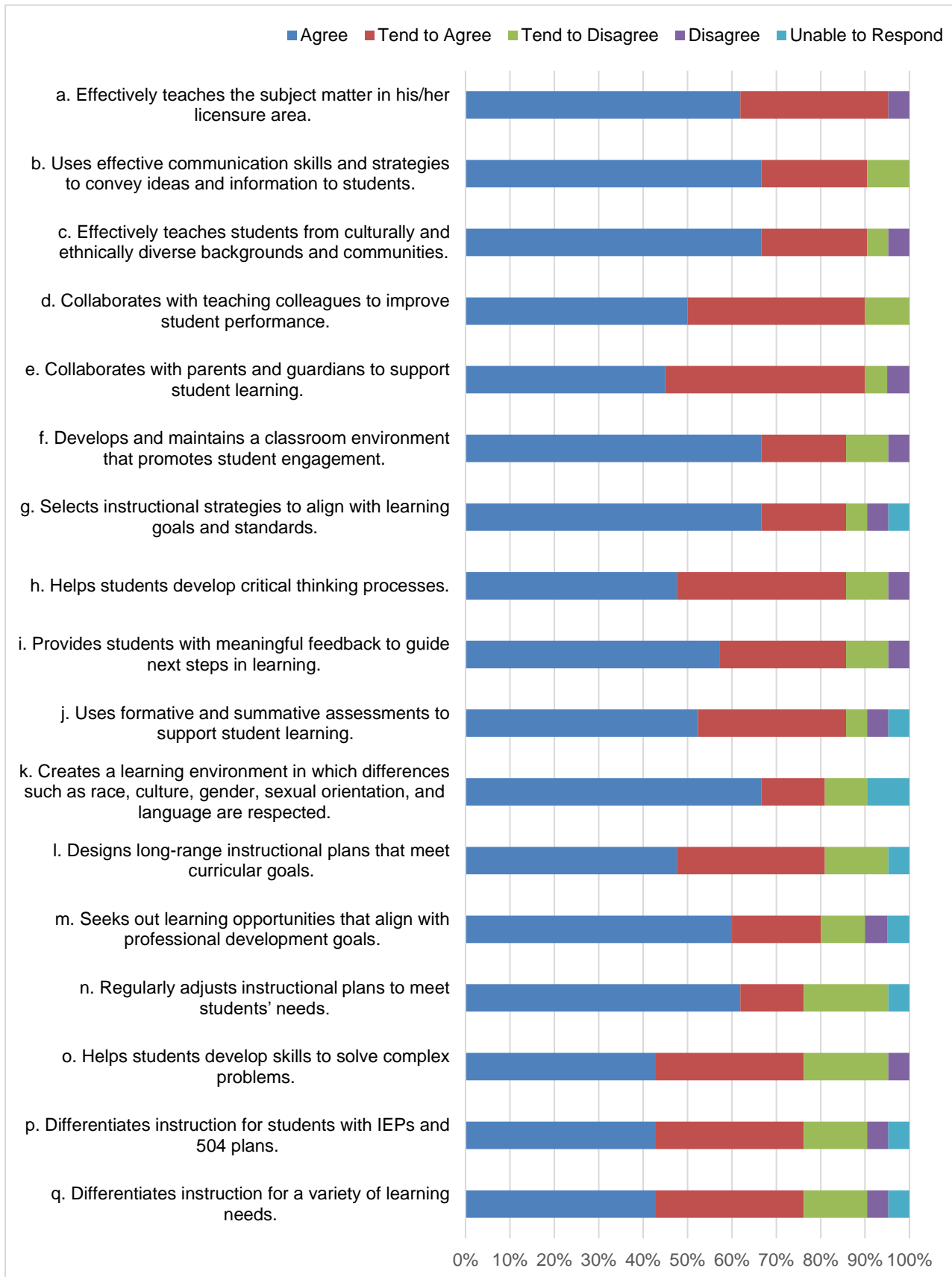
Feedback from Schools on How UED Teacher Candidates Perform in Classrooms

Starting in Spring 2018, UED implemented the Transition to Teaching Survey (TTS) and Employer Survey. These common metrics surveys are administered annually to graduates of UED's initial teacher licensure programs who completed the programs during the previous academic year and their employers. Increasingly, performance feedback from alumni and employers and/or supervisors of UED beginning teachers is very positive. Figure 8 shows the performance rating of beginning teachers by their employers or supervisors. According to the results, a combined majority of employers agree or tend to agree that UED first-year teachers effectively teach subject matter in their licensure area, have good communication skills, effectively work with diverse learners, collaborate with colleagues to improve student performance, work with parents to support student learning, develop and maintain a learning environment, and select instructional strategies aligning with learning goals, help students to develop critical thinking processes, and provide students with meaningful feedback to guide next steps in learning. This high rating indicates that UED teacher candidates are taught by outstanding faculty and learn to practice teaching under the mentorship of highly qualified cooperating teachers in our partner schools across the metro area.

Below are a sample of verbatim comments of the strengths of beginning teachers in their performance as licensed teachers pointed out by their employers or supervisors in the 2018-19.

- *She's been an excellent addition to our staff. Feel lucky to have her.*
- *xxxxxx has been a wonderful addition to our school. She worked at Battle Creek as a teaching assistant for three years while she attended Metro State and we were lucky enough to have a teaching position for her when she finished. She is a thoughtful practitioner and is growing everyday as a teacher.*
- *xxxxxx is well trained, positive, and makes our team stronger!*
- *Ms. xxxxx is a promising teacher. She has the "it".*
- *Ms. xxxxx, has taken on leadership roles in our school. She is currently the Team Lead, leading PLC work and serves as the Data Team Lead. She is currently the taking on roles to support our student body as an advisor for our student council. She believes in serving our students and making sure that our students are successful.*
- *Mr. xxxxx has some improvements to make in engaging students learning in a few of his classes.*
- *XXXXXX worked with us as a paraprofessional prior to becoming a teacher. He struggled with his new role as a teacher. We had him team-teach and that was also not successful so he returned to his role as a para. He left Sojourner after last school year.*

Figure 8: Evaluation of UED Beginning Teacher Performance (n=22)



TEACHER CANDIDATE PERFORMANCE

The Minnesota Teacher Licensure Exams (MTLE) are used to assess if the Minnesota K-12 teacher candidates possess the necessary professional, pedagogical knowledge and skills appropriate for their area of licensure. Prospective teacher candidates applying for initial licensure are required to pass the pedagogical and content tests within their content area. While all graduates in the teacher education program are eligible for a Minnesota Tier 3 license upon graduation, passing a basic skills exam (Reading, Writing, Math) is not required by PELSB for a Tier 3 license. Table 2 below shows the cumulative results for the pedagogical, content area, and basic skills test for the 2018-2019 program year. As per the results, UED teacher candidates have a strong pedagogical and content knowledge, but weak basic skills in a number of licensure areas. Though the UED teacher candidate basic skills test pass rate is lower than that of the state, it is trending positively. Moreover, the Mean Total Scaled Score is getting closer or more than the minimum required score of 520.

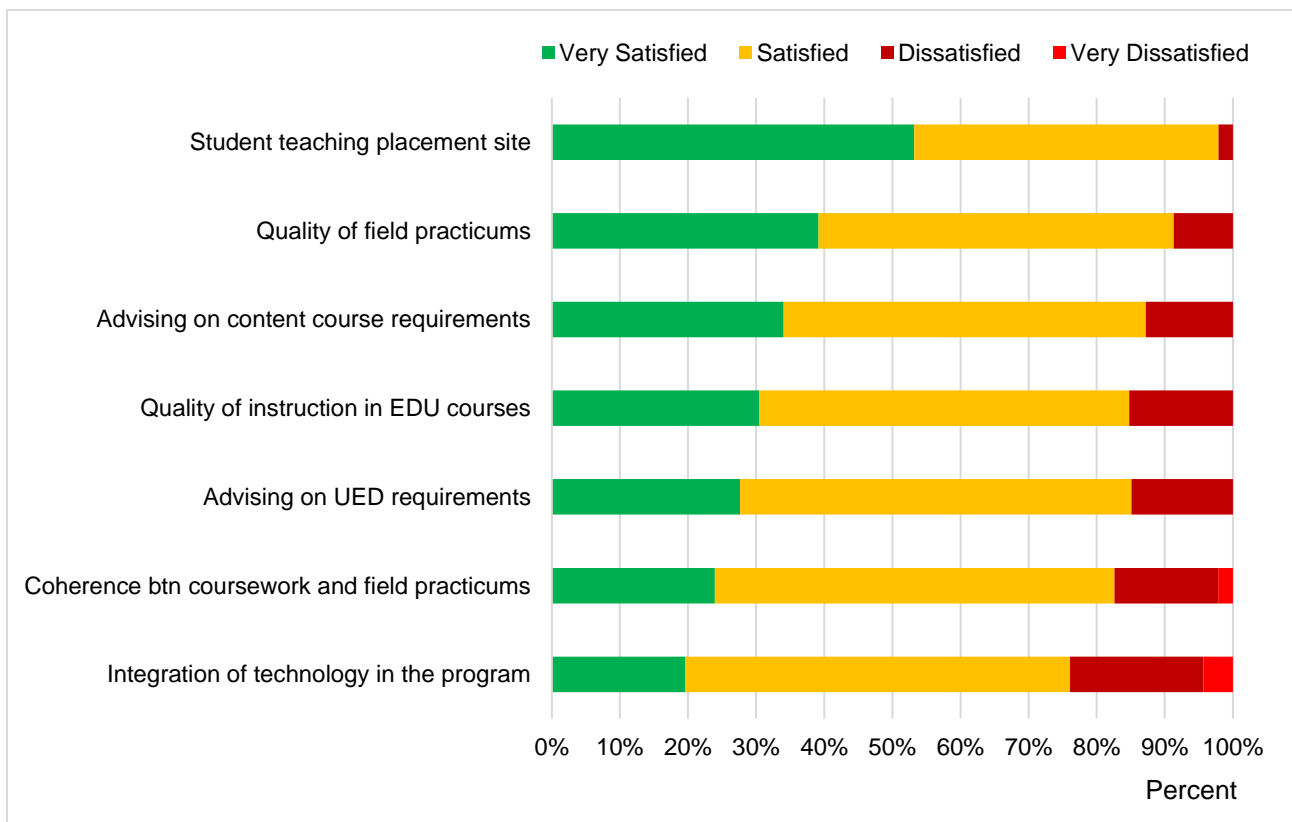
Table 2: MTLE Results for 2018-19 Program Year

Exam	Number of Students						Pass Rate		Mean Total Scaled Score	
	Metro			State						
	Total	Pass	Fail	Total	Pass	Fail	Metro	State	Metro	State
Pedagogy: Early Child 1	6	6	0	385	385	0	100%	100%	276.0	282.0
Pedagogy: Early Child 2	6	6	0	386	384	2	100%	99%	269.0	277.8
Pedagogy: Elem Sub 1	22	18	4	2525	2440	85	86%	97%	254.9	265.9
Pedagogy: Elem Sub 2	25	19	6	2537	2427	110	76%	96%	252.6	267.4
Pedagogy: Sec Sub 1	21	18	3	1827	1790	37	86%	98%	258.1	268.0
Pedagogy: Sec Sub 2	18	18	0	1803	1786	17	100%	99%	268.6	273.7
Early Childhood Ed Sub 1	10	10	0	464	435	29	100%	94%	266.8	265.7
Early Childhood Ed Sub 2	10	10	0	447	434	13	100%	97%	265.6	267.6
Elementary Ed Sub 1	21	11	10	2196	1952	244	52%	89%	239.4	260.9
Elementary Ed Sub 2	23	12	11	2169	1960	209	52%	90%	238.8	263.1
Elementary Ed Sub 3	24	12	12	2355	2089	266	50%	89%	245.0	263.3
Social Studies Sub 1	5	3	2	351	320	31	60%	91%	245.0	258.8
Social Studies Sub 2	6	3	3	387	314	73	50%	81%	235.2	248.4
Comm Arts/Lit Sub 1	6	5	1	334	328	6	83%	98%	261.2	272.3
Comm Arts/Lit Sub 2	5	5	0	336	322	44	100%	96%	264.2	265.4
Life Science Sub 1	2	1	1	139	117	22	50%	84%	227.0	257.8
Life Science Sub 2	2	0	2	136	107	29	0%	79%	211.0	253.4
Mathematics Sub 1	9	3	6	276	214	62	33%	78%	236.3	254.8
Mathematics Sub 2	8	3	5	253	199	54	38%	79%	237.5	257.0
EAS Mathematics	38	21	17	2000	1467	533	55%	73%	517.2	536.9
EAS Reading	28	22	5	1806	1548	258	79%	86%	542.6	548.8
EAS Writing	37	19	18	2115	1449	666	51%	69%	518.6	528.7

STUDENT EXPERIENCES IN THE PROGRAM

The UED places a greater priority on the experience of students not only to ensure they graduate but to also have an engaged and active student base that become energized advocates of the program and alumni. Program completers are required to take an exit survey whose results are used to provide a better experience in order to attract and retain students. A total of 47 students who graduated from UED in Spring of 2019 completed the exit survey. Figure 9 shows respondent ratings on the six domains. Overall, a combined majority (76% or more) of the students reported that they were either “very satisfied” or “satisfied” with the quality of the program across the seven domains. Majority of the student expressed a high satisfaction on the student teaching sites, quality of field practicums, academic advising, and quality of instructions in that order. Students expressed a low satisfaction on how technology has been integrated in the program. Broadly speaking, a high percentage of completers rating UED as effective in preparing students in each of these areas speaks to well-designed curriculum, teaching practices, and quality of student services offered. The areas in which program completers are most likely to expect the UED to increase its emphasis are integration of technology into the program, aligning course work and field practicums, and advising.

Figure 9: How Satisfied were you with the following aspects of your Teacher Preparation Program? (n=47)



On the other hand, program completers were asked if they would recommend their teacher preparation program to prospective teachers. An overwhelming majority (94%) of program completers indicated that they would recommend the School of Urban Education to a friend or colleague interested in becoming a teacher. The high expression of confidence in the program is a key pointer that UED effectively produces high-quality educators who enter the classroom well prepared to improve student learning and contribute toward narrowing achievement gaps for historically underserved students. Below are a sample of students' reasons for recommending UED to prospective teacher candidates:

- *I appreciated the focus on cultural relevance and responsiveness as well as open conversations about race and socio-economics in our program.*
- *xxx, the program at Metro State provides an affordable program that is grounded in ethical values and teaching skills.*
- *I learned a lot from this teacher education program. Maintaining classroom management, differentiate instructions, cultural relevancy to the lessons and etc.*
- *The program is very well designed and the placement I was given was an incredible experience.*
- *Enjoyed most of the professor that I had, was a great program to work with, they did everything that they could to help me succeed.*
- *I feel that this program prepares us well to do our best in the field, and I like the diversity of the people.*
- *The program prepared me for working in a diverse, urban setting with culturally responsive pedagogy and social justice themes embedded in every course;*
- *It is flexible and not much work load.*
- *I liked most of my professors and felt that they were very invested in helping us students get the most out of our semester with them.*
- *The courses are practical and relevant, great professors, great environment of shared ideas and perspectives*
- *I liked the environment*
- *well-rounded program*
- *The diversity/urban aspect prepares you for the real world.*
- *Because the staff and student body is diverse.*
- *It is a cheap program and I like how the classes are once a week and mostly at night.*
- *Everything went smoothly, no problems, great support teacher and advisor*

CONCLUSION AND RECOMMENDATIONS

Education is currently at the forefront of American consciousness. Although competence in teaching is shaped significantly by on-the-job experiences and continuous learning, the programs that prepare teachers to work in K-12 classrooms can be early and important contributors to the quality of instruction. In their report *What Matters Most*, The National Commission on Teaching and America's Future points out that "recruiting, preparing, and retaining good teachers is the central strategy for improving our schools." Over the years, the UED has prepared effective teachers who are well-educated, can teach effectively, can perform in different socio-cultural contexts, and can use materials development and adaptation techniques effectively. Disregarding its weaknesses, UED can be a model for teacher education programs throughout the state of Minnesota.

Strengths of the Program

The number and percentage of students of color or American Indian enrolled in the UED have been on the increase when compared to enrollments in teacher preparation programs at private and public colleges and universities within the state. Through concerted efforts, UED has been slowly closing the graduation and licensure gap between students of color or American Indian students and white students. The state of Minnesota requires teacher candidates to take licensure exams to test their basic knowledge and skills, pedagogy, and/or content knowledge before they are eligible for a teaching license. Effectiveness of the 'Student Teaching' is another strength of the program. Student teaching experiences provide teacher candidates with opportunities to learn about teaching and help reduce anxiety among those entering the profession. Cooperating teachers help teacher candidates to master their theoretical knowledge into practice and evaluate their strengths and weaknesses before they start the teaching profession. As mentioned by an alumnus, *those practical tasks helped them to be more sufficient at the beginning of their profession since they had chance to experience the real classroom atmosphere before they start their job.*

Notable Challenges

Despite the overall increased enrollments over the years, the UED is currently facing declining enrolment, in particular math and science education. Relying on the same old processes will no longer be effective. To head off the impending enrollment crunch, UED must analyze her needs to plan for the future. Another concern is that despite closing the graduation gap between students of color and white students, a number of TOCAIT

candidates graduate without completing student teaching due to financial constraints.⁶ In addition, because of financial challenges and stereotype threat⁷, many teachers of color or American Indian teacher candidates take longer to or simply do not successfully complete their licensure exams. Therefore, such actions prevent them from becoming Tier 3 and eventually Tier 4 licensed teachers. Gathering data on preparation programs and collecting effectiveness data from teachers working in private or out-of-state schools remains challenging. Furthermore, assessing the contribution of teachers to student learning growth in subjects and grades for which there are no standardized tests is a major challenge.

Recommendations

Metropolitan State University and the UED have made a concerted effort to attract, prepare and retain an increasing number and percentage of teachers of color and American Indian teacher candidates. Today, UED is under immense pressure to both increase and diversify enrollment, manage costs, and maintain growth — all while competing for a declining number of enrolled students. To ensure long-term sustainability and profitability, it is critical that UED to rethink strategies and priorities that will help increase the number and percentage of teachers of color and American Indian teacher candidates. Planning for this increase will ensure all students within the Twin Cities metro area have equitable access to effective and racially and ethnically diverse teachers who reflect the diversity of students.

- The UED must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the best teaching workforce. Strategic priority of the program is to nurture and empower students on the path to a college degree. But looking ahead, the plan should detail mentoring, support services, and building communities of peers as strategies to help students not only to graduate but also get their licensure.
- In order to maintain and/or increase its enrollment mandate goal, it is critical the UED analyze its mission, evaluate academic offerings, and look for opportunities to innovate. One possibility is the creation of a Grow Your Own program that will provide additional pathways for non-licensed employees and others interested to becoming teachers joining the teacher preparation program. Another is the development of selection criteria and processes that produce the most effective

⁶ Internal UED data reveal that this gap has much to do with financial constraints: students of color and American Indian students take longer to complete their programs, assume more debt, and are less likely to engage in unpaid labor by resigning from their paid employment in order to complete the mandatory 12–15-week unpaid full-time student teaching period. Student teaching tuition and fees costs range from \$2,164 (undergraduate students) to \$3,522 (graduate students), not including required exam and edTPA expenses.

⁷ See the work of scholar Claude Steele and colleagues summarized at <https://www.apa.org/research/action/stereotype>

graduates so they can continuously improve these important aspects of their programs. Given that technology is indispensable to today's students, there is need to explore the possibility to provide online programs and course offerings. Additional targeted recruitment efforts may also be merited to increase the pool of minority applicants.

- Metro State University and UED in particular should identify and recruit staff with sufficient skills and resources to conduct recruitment into the program. The program should partner with school districts in this endeavor to ensure curriculum, learning, and work environments are inclusive and respectful of all racial and ethnic groups. Consideration should also be given to creating structures designed to increase minority student retention in the program as needed.

- Consideration should be given to securing additional funding for tuition discounts and scholarships to enhance the intellectual and ethnic diversity of the student population. Although financial support is critical, closing the graduation and licensure rate gap requires more than financial support. Specific attention should be on teachers of color and American Indian teacher candidates to have access to resources to help them complete their degrees at the same rate as white teacher candidates. Ongoing and individualized support will be designed to level the playing field for teachers of color and American Indian teacher candidates. This support includes: (i) Personalized, multifaceted support, (ii) Financial aid coaching and financial literacy training, (iii) Tutoring and textbook support, (iv) A laptop computer, (v) Peer advising support, (vi) Internship and career planning, (vii) Connections to university resources and programming, and (viii) On-track graduation planning. Such targeted “interventions” will ensure that students feel more confident that they are well-prepared for and could do their best on the licensure exams.

- The UED should enter into new partnerships with school districts and other learning institutions to ensure more student teaching placements and placement priority. Increasing collaborations with other institutions will give an opportunity to the teacher candidates to put what they have learned into practice with real students in a real classroom environment.

- Data and capacity are needed to bridge the divide between our current data and what is needed for accountability, continuous program improvement, and equity.

UED should work with other teacher preparation program providers within the Minnesota State to design systems of data collection that include information collected at the stages of selection, progression, program completion, and post-completion. To facilitate data collection for teacher preparation programs, the PELSB needs to house a new portal on its website to store candidate and employer surveys. Teachers and employers will complete the surveys online and the website programming will tally the results. Users will be able to access the data and make informed decisions based on a greater breadth of information.

- There should be additional support for the Field Director's activities, particularly in the area of matching students with cooperating teachers and communication with district liaisons.