

THE URBAN TEACHER PROGRAM (UTP):

A TEACHER PREPARATION COLLABORATIVE OF INVER HILLS COMMUNITY COLLEGE, METROPOLITAN STATE UNIVERSITY AND MINNEAPOLIS COMMUNITY AND TECHNICAL COLLEGE

2002 PROGRESS REPORT

The Urban Teacher Program is the successful collaboration of Inver Hills Community College (IHCC), Metropolitan State University and Minneapolis Community and Technical College (MCTC). These three institutions have built a working relationship that demonstrates the power of a shared purpose and strong legislative support as incentives for cooperation. Faculty and staff of the three institutions are creating a collaborative that is moving carefully toward a seamless transition for all of their students who aspire to teaching in an urban setting.

PROGRAM HISTORY

Legislation

The Minnesota Omnibus Education Bill H.F. 3800, Chapter 489, Article II, Subd. 4.3 specifies that Minneapolis Community and Technical College (MCTC) and Inver Hills Community College (IHCC) provide the first two first years of the program and that Metropolitan State University provides the final two years of the Urban Teacher Program. This subdivision of the legislation specifies that the appropriations are for the development and implementation of the secondary and early childhood education components in a program of teacher preparation leading to licensure. The legislation also requires that "By February 2002, and annually thereafter, the [Minnesota State Colleges and Universities] Board of Trustees shall provide a progress report to the chairs of the higher education finance divisions of the legislature regarding the development of the teacher preparation program. The annual report shall include, to the extent practicable at the time of preparation, information comparing program outcomes with target expectations . . . and feedback from enrolled students concerning how the program meets

their needs, as well as from cooperating elementary and secondary schools on how the students are performing on site.”

Purpose

The collaborative partnership between the three MnSCU institutions is designed to enable teacher candidates to master the knowledge and skills needed to serve the increasingly diverse student body in urban schools. The program is designed to enable students to acquire an Associate of Arts (AA) degree at community colleges close to home (IHCC and MCTC) which can then transfer seamlessly into upper division work at Metropolitan State University. The legislation to create the Urban Teacher Program has for the first time enabled students in the metropolitan Twin Cities area to complete their teacher preparation in public, affordable MnSCU institutions which are especially attractive to non-traditional and under served students.

Goal

The Urban Teacher Program goals align with the 2002-2003 MnSCU Teacher Education Work Plan Goal 13.1 which states that "In partnership with school districts, the Department of Children, Family and Learning (CFL) and other stakeholders, a) address the shortage of teachers of color and teachers in high demand fields; and b) develop a performance effectiveness and accountability plan for teacher preparation delivery within MnSCU". UTP supports the preparation of an adequate supply of quality teachers for the changing faces of Minnesota classrooms (many faces, diverse experiences, different student needs, multiple teaching and learning styles, teachers of color, and global/international perspectives).

The UTP collaborative initiative of Metropolitan State University, Minneapolis Community and Technical College (MCTC) and Inver Hills Community College (IHCC) is a strategically accessible and educationally solid urban teacher preparation program. The collaborative is grounded in the standards of effective practice and with the three institutions focusing in varying degrees on mathematics and science, specific licensure areas as well as ESL and Special Education. This program will ultimately improve

educational quality and opportunity for children attending schools in urban Minneapolis and St. Paul and first ring suburbs by attracting more teacher candidates of color, low-income, 'first generation' students, and non-traditional career changers into teaching careers.

CURRENT PROGRAM INITIATIVES

Community Colleges

In the fall of 1999, Minneapolis Community and Technical College and Inver Hills Community College began offering urban education programs. General education requirements and pre-professional education studies can be completed at the community colleges during the first two years of study.

The program at MCTC offers a two year transformative educational urban experience in which students work as a learning community to examine issues of power and privilege, engage in reflection, value diversity, and model advocacy and activism. The program has an interdisciplinary focus and is grounded in the liberal arts. The program at Inver Hills uses service learning, combined with seminars and liberal arts courses, to provide students with a pre-professional urban education training program. At both MCTC and IHHC, a specific transfer curriculum has been developed to provide teacher candidates the opportunity to begin to study courses in their discipline of choice.

Minneapolis Community and Technical College

MCTC has enrolled a total of 219 students in the Urban Teacher Program since Fall 1999. Of the students who reported their ethnicity, 51% were students of color and 48% were White. At the end of the spring semester 2001, 16 students completed the UTP coursework. Of these students, 8 are enrolled and working on their teaching degrees at the following institutions: Metropolitan State University (1); Hamline University (3); Augsburg College (2); University of St. Thomas (1) and Concordia College(1). 8 of the students are still pursuing the completion of their AA degree at MCTC.

At the end of the spring semester 2002, 26 students completed the UTP coursework. Of these students, 3 are enrolled and working on their teaching degrees at the following institutions: Hamline University (2) and Augsburg College (1). 3 of the students are working as Educational Assistants in the Minneapolis Public Schools, while 20 are still pursuing the completion of their AA degree program at MCTC.

At the end of the spring semester 2003, 20 to 30 students are expected to complete the UTP coursework. Exact figures cannot be given at this time because the students still need to complete coursework.

Program initiatives at MCTC include: a Summer Math Camp taught by Math specialists at the Minneapolis Public Schools to provide mathematics education to students in the program; professional faculty development activities to promote collaborative learning and provide the students with cooperative learning strategies in wide use in urban public schools; and a special recruitment program aimed at educational assistants in the public schools who aspire to become teachers.

Inver Hills Community College

Inver Hills Community College has been focused on recruitment, particularly the recruitment of students of color. Enrollment in the IHCC UTP went from 84% white and 16% students of color in 2001 to 60% white and 40% students of color in 2002. During the course of this year and the next the focus will remain on the recruitment and retention of students of color. Enrollment in the Urban Teacher Program at Inver Hills has gone from a total of 41 total students in Fall 2001 to 63 total students in Fall 2002.

The Urban Teacher Program at Inver Hills Community College is expanding to include a variety of avenues for students who wish to pursue a degree in education. Inver Hills has started a track specifically for paraprofessionals from the St. Paul School District to earn their credits needed under the No Child Left Behind Act of 2002. The paraprofessionals are able to take Inver Hills classes at St. Paul Public School sites. The program also

offers courses at an accelerated pace through the Adult Success through Accelerated Programs (ASAP).

The Urban Teacher Program at Inver Hills has also partnered with the Human Services Program and Physical Education Program to offer teacher tracks. The Human Services track will target students that would like to become Early Childhood Educators. The Physical Education Program will target students that would like to become Physical Education and Health teachers. Talks have begun with the Computer Science Department as well to develop a track for students interested in becoming technology teachers.

Metropolitan State University

The Urban Teacher Program at Metropolitan State University has concentrated its energies and resources in building a strong academic urban education curriculum and a solid and diverse faculty in order to be prepared for students as they complete their lower division preparation in our partner colleges' Urban Teacher Programs. The upper division courses have completed rigorous curriculum review at the university level and the faculty has been significantly enlarged. The addition of three experienced Ph.D. professors in Fall 2002 has yielded a distinctly diverse faculty of six. In addition, the department is currently searching for two new faculty positions to teach in the elementary program as well as a staff person to serve as clinical coordinator. This solid work in building the curricular and teaching capacity of the Metro State program is timed to serve the growing numbers of lower division students completing the MCTC and IHCC programs.

Metropolitan State University is moving toward the development of a comprehensive teacher preparation program that will prepare students in licensure programs ranging from birth to secondary education. Currently, Metro State offers a complete program in middle and secondary licensing. By 2003, the planned Education major, which will provide licensure in Early Childhood and Elementary Education, will begin to meet the

needs of the majority of education students at MCTC and IHCC who are more interested in these areas.

Since the Fall of 2001, Metropolitan State University has offered its program leading to middle school and secondary school licensure in Communication Arts and Literature, Social Studies, Mathematics and Life Science. The Bachelor of Arts degree will be awarded in the discipline studies of English, Social Science, Applied Mathematics and Biology. A licensure program for Early Childhood Education and Elementary Education is currently going through institutional review for submission to the program approval staff in the MnSCU Office of the Chancellor. The Bachelor of Arts in Education will be awarded to students with concentrations in Early Childhood and Elementary Education. The program began offering courses leading to the early childhood licensure in the fall of 2002 and hopes to offer courses leading to Elementary Education licensure in the Fall of 2003.

When Metropolitan State University began offering a middle and secondary licensure program in the Fall of 2001, 88 students enrolled in education courses. In Fall 2002, Metropolitan State University had 97 enrolled students. Twenty-two students were formally admitted to the program and 75 are currently enrolled in pre-professional education courses at the lower division level. As the program is only at the beginning of its second year of course offerings, it does not anticipate any graduates until December of 2003.

Twenty-two teacher candidates have met the department's entire pre professional course and admissions requirements and are currently enrolled in advanced classes in preparation for student teaching. These teacher candidates who are preparing for middle school and secondary teaching are primarily undergraduates who are working toward their baccalaureate degree (n=17, 77%). Fewer (n=5, 23%) are post baccalaureate students taking courses at the undergraduate level. Teacher candidates have been most apt to chose social studies as their academic major (n=9, 41%), followed by English (n=6, 27%), science (n=4,18%) and mathematics (n=3,14%). Of the 13 students who reported

their family academic background, 5 (38%) were the first family member to enroll in college and more than a quarter of the 22 teacher candidates are of color (n=6, 27%) representing the African American, East Indian and Hmong communities. The majority of the students are full time workers in jobs ranging from police officers to bus drivers.

Seventy-five students are enrolled in the pre-professional core courses taking from 1 to 4 of the following courses: Introduction to Urban Teacher Education, Reflective Teaching, Effects of Drugs, Multicultural Education and Urban Teacher Seminar I. Upon completion of these courses a student is eligible to apply for formal admission to the program. The majority of these students (89%, n=67) have transferred from other institutions with one coming from Inver Hills Community College. Only half of these students provided racial/ethnic information in their matriculation process (56%, n=42). Twenty five percent (n=11) of the students who did declare their racial/ethnic identities are people of color, representing the African American, American Indian, Asian and Latino communities. The collaborative partners are working together to ensure that transfer to the Metropolitan State University program is the more typical transfer experience. Plans for broadened licensure areas, such as Early Childhood and Elementary Education, will greatly facilitate such transfers.

Clinical Experience

A central component of the educational preparation in the Urban Teacher Program is the practical experience of future teachers in an urban school environment. This exposure begins in the courses offered in the community college programs. Minneapolis Community and Technical College prepares students to analyze and enact a Teacher-as-Citizen model of teacher development. The program works with the University of Minnesota Center for Democracy and Citizenship's Public Achievement initiative to structure this experience. MCTC students engage in "public work--the hard, ongoing effort of working with a diverse group of people to solve public problems and to make things of lasting contribution in shaping and creating our communities and

the wider world." In two sequential seminars, the UTP students learn the core concepts of Public Achievement, develop coaching skills and work with young people in middle and high schools in public work teams. The coaching sites vary from semester to semester, but they are always off-campus and the UTP student coaches work directly with urban learners from diverse backgrounds.

Inver Hills Community College engages students in Service Learning. The students in the program are trained by an Americor VISTA to be America Reads tutors. These students are then paired with a school either in St. Paul or Inver Grove Heights. The students go into an elementary classroom and offer reading assistance for the classroom teacher. The primary goal is to work with students of a lower reading ability. While in the classroom the students are also exposed to observing the classroom teacher. The students are required to keep a daily log and journal of how their experiences related to their classes. The students are also expected to have a weekly debriefing to share their thoughts with other members of their class at Inver Hills.

Students in the Metropolitan State program complete their education in practicum placements in St. Paul, Minneapolis, and inner-ring suburban schools. Those student teaching experiences occur in sites with high concentrations of culturally and linguistically diverse youth to assure that the experience received is congruent with the expectations and curriculum of the Urban Teacher Program. The clinical experience focuses on preparing teachers to meet the specific needs of urban and inner-ring suburban schools and emphasizes significant direct classroom teaching experience and mentoring throughout each prospective teacher candidate's preparation. The first cohort of teacher candidates will begin their student teaching in Fall 2003.

PARTNERSHIPS/COLLABORATION

The three MnSCU institutions have broadened their collaborative to include the Minneapolis and St. Paul school systems. Leaders from each of these 5 institutions come together for monthly Joint Steering Committee meetings during the academic year to establish and maintain a constructive and positive working relationship. It is within this

group as well as innumerable other meetings that the collaborative has worked toward a seamless transition from the two-year colleges to Metropolitan State University in order to enhance the overall development of the Urban Teacher Program. The broadening of the Metropolitan State University curriculum is a major step toward increasing the transfer rates into the upper division level.

The following are the results of the collaborative work or activities of the three MnSCU institutions:

Articulation Agreements:

Minneapolis Community and Technical College and Metropolitan State University have developed a solid articulation agreement. A comparable agreement is in process between Metropolitan State University and Inver Hills Community College. Metro State is also working on additional agreements with other metropolitan area community colleges, such as Century Community College.

Recruitment:

In collaboration with the human resource departments of Minneapolis Public Schools and St. Paul Public Schools, the Urban Teacher Program actively recruits potential teacher candidates from the ranks of classified staff. This includes presentations at staff meetings and workshops on the opportunities to pursue an interest in becoming a teacher. In addition, multi-media news outlets are continually given information on program development and student progress.

Transfer Curriculum:

In collaboration with the faculty of Metropolitan State University, Minneapolis Community and Technical College and Inver Hills Community College, a transfer curriculum agreement has been developed that allows community college students to take 16-26 credits toward their teaching license in Communication Arts and Literature, Social Studies, Mathematics or Life Sciences.

Board of Teaching Standards:

The Pre-professional education courses at Minneapolis Community and Technical College, Inver Hills Community College and Metropolitan State University have been designed to ensure that they all meet the same Board of Teaching Standards.

Academic Advising:

The academic advisors from the Education Departments of Inver Hills Community College, Metropolitan State University and Minneapolis Community and Technical College attend Urban Teacher Program information meetings at all three institutions to provide program information.

Electronic Portfolio:

Inver Hills Community College has been involved in the development of the electronic portfolio, or efolio, with ISEEK. Inver Hills filled seats on the efolio task force, which allowed IHCC to be involved in both the alpha and beta testing of the efolio. The Urban Teacher Program was involved in both initiatives. The Urban Teacher Program has made the efolio a requirement of the introductory course. Metropolitan State is currently developing an electronic component in its educational technology course. Minneapolis Community and Technical College has a faculty committee that is finalizing their development of an electronic portfolio of teacher candidate work that demonstrates growth throughout the program. These electronic portfolios meet one of the admissions requirements into the upper division program at Metro State.

Student Data Base:

Minneapolis Community and Technical College, Metropolitan State University and Inver Hills Community College all use the Integrated Statewide Records System (ISRS) as the base of their information systems. Each is in the process of building their student databases.

Education Resource Library:

Metropolitan State University and Minneapolis Community and Technical College are currently developing a teacher education resource library. The collection is intended to help teacher candidates build their knowledge base throughout the teacher education program. Inver Hills Community College is currently improving their education library to provide research materials for students interested in a teaching career.

STUDENT FEEDBACK ON THE URBAN TEACHER PROGRAM

Some Inver Hills Community College students spoke of their personal assessment of their fit with teaching as a career choice.

"Enjoy! Listen! Observe! Comprehend! Question! And lastly, I think: Is this what you want to do for your life long career?"

This program "allows you to go to the classroom and experience what teachers experience every day."

"Becoming a teacher is a very, very large commitment. You have to have the heart, the desire, the passion, and the will to go into this profession."

Students at Minneapolis Community and Technical College and Metropolitan State spoke about some of the underlying concepts they are confronting in their courses.

"The urban teacher concept is good. What we are learning, every college should teach." (Metropolitan State University Student)

"I know students will rely on me, so I'll need to be accountable and responsible for what happens to those students. To quote from a Seminar I had with my MCTC instructor, "You can't teach what you don't know." I believe we must learn together." (Minneapolis Community and Technical College student)

"The whole nation needs to embrace this [multicultural] approach. It's incredibly useful." (Metropolitan State University)

"Freedom as a core concept...has advanced my training as a future teacher. I recognized it [freedom] as something I did not feel like I had, and I feel like I do now that I exercise it. To me freedom was something said but abstract and intangible. It encourages me to teach because if power comes from a feeling of knowing I have freedom, I would love to see what that would do for children I work with and hopefully I will see the benefits to our community as a whole."
(Minneapolis Community and Technical College)

And finally, the cooperating teachers who have worked with the Inver Hills Community and Technical College teacher candidates spoke highly of the Urban Teacher Program.

"This program is a great way for college students to experience the 'real world' of the classroom. It also enriches the elementary child's life and broadens their horizons. My UTP student saw part of an auction in our room, and took note of some ideas she would like to try in her own future classroom."

"She was very helpful."

"It would have been nice to have him for a longer period of time."