

UTP—2003 PROGRESS REPORT

04 - 0270

THE URBAN TEACHER PROGRAM (UTP): A TEACHER PREPARATION COLLABORATIVE OF INVER HILLS COMMUNITY COLLEGE, METROPOLITAN STATE UNIVERSITY, AND MINNEAPOLIS COMMUNITY AND TECHNICAL COLLEGE

A REPORT TO THE MINNESOTA STATE LEGISLATURE

DECEMBER 2003

For information regarding this report, please contact Manuel Barrera, Executive Director, Urban Teacher Program, Metropolitan State University, (612 659-7188, manuel.barrera@metrostate.edu)



Members of the Minnesota State Colleges and Universities System

UTP—2003 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, together in partnership with metropolitan area school districts and teacher federations in the Twin Cities, 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 and their school partners are creating a collaborative that is moving carefully toward a seamless transition for aspiring urban teacher candidates.

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) shall provide the first two first years of the program and that Metropolitan State University shall provide the final two years of the Urban Teacher Program. This subdivision of the legislation specifies that appropriations be 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 and urban school districts is designed to enable teacher candidates to master the knowledge and skills needed to serve the increasingly diverse student body in urban schools. Specifically, the program is designed for prospective urban educators 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 for teacher licensure. The legislation to create the Urban Teacher Program enables students in the metropolitan Twin Cities area to complete their teacher preparation in public, affordable MnSCU institutions especially attractive to non-traditional and historically under-served students.

Goal

The Urban Teacher Program goals align with the 2002-2003 MnSCU Chancellor's Work Plan Goal 13.1. This Work Plan states, "In partnership with school districts, the Department of Children, Family and Learning (CFL) [now the Minnesota Department of Education] 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, global/international perspectives).

The UTP collaborative initiative of Metropolitan State University, Minneapolis Community and Technical College (MCTC) and Inver Hills Community College (IHCC) and additional partners is a strategically accessible and educationally solid urban teacher preparation program. The collaborative is grounded in the standards of effective practice, with the three institutions focusing in varying degrees on improving the diverse cultural and linguistic make-up of prospective new urban educators, specific licensure in mathematics and science, and strategic goals to develop future certification programs in high need licensure areas for teaching English as a second language and special education. This program is designed to prepare new teachers to improve educational quality and opportunity for children attending school in urban Minneapolis and St. Paul and first ring suburbs. The UTP has two complementary goals to meet its mission: (a) to attract more teacher candidates of color, low-income 'first generation' students, and non-

UTP—2003 PROGRESS REPORT

traditional career changers into teaching careers and (b) to prepare all teachers in its program to support improved academic outcomes among urban learners. .

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 program in pre-professional urban education. At both MCTC and INHC, 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 288 students in the Urban Teacher Program since fall 1999. Of the students who reported their ethnicity, 51% were students of color.

To date, MCTC's Urban Teacher Program has graduated 61 students. Eighty-four percent of former MCTC Urban Teacher Students continue to be enrolled in college and working on their teaching degrees at the following institutions: Metropolitan State University (11); Hamline University (2); Augsburg College (11); University of St. Thomas (1); Concordia College(2); University of Minnesota (5); Minnesota State University, Mankato at Normandale Community College (1); St Cloud State University (2); out of state four-year universities (3). The remaining 13 students are still pursuing the completion of their AA degree or lower division coursework at MCTC.

At the end of spring semester 2004, an additional 33 students are expected to complete the Urban Teacher Program coursework. These students have not yet made final decisions regarding their transfer institution.

New Programs

Program initiatives at MCTC include: a partnership with Augsburg College to provide 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.

Another program initiative was developed in response to the No Child Left Behind legislation. The FEAT (Furthering Educational Assistants' Thinking) Program was designed in partnership between the MCTC Urban Teacher Program, the Minneapolis Public Schools, the Minneapolis Federation of Teachers paraprofessional union and Native American Educational Services (NAES) College. The goal of the FEAT program is to assist paraprofessionals in meeting the requirements of the No Child Left Behind legislation using a combination of credits for prior learning as well as new college coursework.

Awards and Grants

In February 2003, the Urban Teacher Program at Minneapolis Community and Technical College won the Certificate of Excellence in the distinguished Theodore M. Hesburgh Program. This award recognizes innovative faculty development and also honors the substantive public policy contributions of Father Theodore M. Hesburgh during his 35-year Presidency at the University Of

UTP—2003 PROGRESS REPORT

Notre Dame. Minneapolis Community and Technical College was the only community college in a national competition of colleges and universities to receive the award in 2003.

This fall the Best Buy Children's Foundation awarded MCTC a grant of \$233,600 to enable the college to expand its Urban Teacher Program to the Richfield Public Schools. MCTC's Urban Teacher Program will work with 120 young people over a two year period to encourage first-ring suburban youth to consider teaching careers within Richfield and other urban schools. The grant will fund programs that introduce 9th and 10th graders to teaching as a career. It will provide pre-college career counseling for children of color and immigrant youth and college level pre-education courses for 11th and 12th grade students. The project goal is to provide the Richfield school district and other first ring suburbs with 50 new school teachers by 2009.

Scholarships

Since the UTP program began in 1999, scholarships have been awarded to 80 (unduplicated) students for a total of \$96,303. This includes the current semester - Fall 2003. More awards are to be made in spring 2004.

Inver Hills Community College

Inver Hills Community College continues to focus on recruitment, particularly recruitment of students of color. This past year, IHCC enrolled 186 students in their education related programs. Of those students reporting their ethnicity, 32.4% were students of color (compared to 12% students of color for the overall student body).

The program at Inver Hills Community College has benefited from on campus collaborations with other departments, such as Physical Education, Human Services, and Computer Science/Computer Information Systems. The program's largest partner on campus is the *Adult Success through Accelerated Learning* (ASAP). ASAP is the program of choice for the Educational and Teaching Assistants (EATA) from the Saint Paul Public Schools working to meet the requirements of the *No Child Left Behind Act*.

In 2003, Inver Hills received funds through a "No Child Left Behind Act and Improving Teacher Quality" grant to implement and sustain an interactive and inquiry-based institute to develop and supplement mathematics pedagogical content and knowledge for 50 paraprofessionals in the Saint Paul Public School District. IHCC partnered with the Saint Paul Schools and the Saint Paul Federation of Teachers to provide a year-long institute for EATAs in Title I classrooms.

Inver Hills Community College has seen an improvement in enrollment numbers over the past year. Inver Hills is working to improve recruitment and retention in Saint Paul by working closely with the Saint Paul Public Schools. In conjunction with IHCC Student Services, the program has hired a recruiter who is available to talk directly to interested high school students in their classrooms. Inver Hills has also invited high school students to campus to learn about the college and the program during specially designed evening seminars.

Current UTP students have formed a Future Teachers Club on campus whose purpose is to mentor high school groups. The students have scheduled guest speakers, completed service-learning projects, and mentored high school students who are considering becoming teachers.

We are working with Metropolitan State to institutionalize opportunities for their students to work with the Inver Hills students. In this way, Metropolitan State students will become mentors and help facilitate their transfer to Metropolitan State. Inver Hills and Metropolitan State have also recently begun negotiation on an updated articulation agreement to include Early Childhood Education. The current agreement includes the grades 5 to 12 secondary program at Metropolitan State.

Awards and Grants

IHCC has recently been awarded a \$463,830 FIPSE grant to develop a comprehensive partnership to implement an adult accelerated program to provide on-site opportunities for paraprofessional to complete their AA degrees and to provide paraprofessionals with sustained on-site tutoring and instructional support for technology, learning, and ESL/ELL needs. The program is called A PLUS for Accelerated Paraprofessional Learning for Urban Schools.

UTP—2003 PROGRESS REPORT

Metropolitan State University

In its early years, the Urban Teacher Program at Metropolitan State University 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 partners' Urban Education Programs. Upper division courses went through a rigorous curriculum review at the university level and the number of faculty was significantly enlarged.

In 2003, the Program at Metropolitan State University has improved structural changes with the infusion of new departmental and institutional leadership and the growing assumption of leadership responsibility among new and previously expanded faculty and staff. In addition, student enrollment has climbed in the early pre-professional courses complementing the efforts of our two community college partners. The following sections describe these results.

Program Additions

Significant program expansion has occurred with the addition of new faculty and staff, the addition of an early childhood teacher certification program, and the involvement of evaluation and program consultants. These changes were designed to further our strategic plans to place the Metropolitan State University Urban Teacher Program in a firm position to attract larger numbers of aspiring teachers from diverse cultural, linguistic, and urban backgrounds.

Staff and Programs

One additional early childhood faculty member and a full time field experience coordinator were added to the Urban Teacher Program staff in fall 2003. These additions continued establishment of Metropolitan State University's Urban Teacher Program as one of the most distinctly diverse faculty and program in the state. Table 1 illustrates the growth and diversity of the present faculty and staff from its initial inception. Table 2 illustrates the resident and community (adjunct) faculty's ethnic and gender make up. Diversity in the staff is defined as both cultural/ethnic and linguistic diversity.

Table 1: Faculty and Staff of Metropolitan State University Urban Teacher Program by Year

Year	African-American	American Indian	Latino/Hispanic	White	Total
2001	2	0	1	2	5
2002	2	0	3	2	7
2003	4	1	3	1	9

Table 2: Ethnic/Linguistic and Gender make up of Resident and Community Faculty at Metropolitan State University Urban Teacher Program in 2003

Ethnicity	Male	Female	Resident	Community	Total
African-American	0	3	3	1	4
American Indian	0	1	0	1	1
Latino/Hispanic	2	2	3	1	4
White	1	0	1	3	4
Total	3	6	7	6	Ethnic/Culturally diverse: 9 White: 4

Additionally, three of the resident faculty members in the Program have experience and credentials in bilingual education and teaching English as a second language and two have experience and credentials in special education. These additional qualifications have resulted in the added benefit of bringing this expertise directly into the implementation of the teacher preparation curriculum.

During spring and summer 2003, the department expanded in both number of faculty and scope of work. First, an early childhood education teaching major was submitted and approved by the Minnesota State Colleges and Universities. The Minnesota Board of Teaching subsequently approved this major as a teacher certification program in November 2003. Course offerings

UTP—2003 PROGRESS REPORT

began in fall 2003 and 1 additional faculty member was hired to support the implementation of the early childhood program. Licensure offerings will begin in earnest in spring 2004.

The existing secondary teaching programs (mathematics, life science, social studies, and communication/writing arts) saw their first cohort of student teachers complete their programs in fall 2003. This significant stage of the urban teacher program required the preparation of student teaching placements, procedures and the consequent hiring of the program's coordinator of field experiences during the summer of 2003.

Third, the department faculty, in collaboration with faculty in the College of Arts and Sciences began preparing in spring 2003 a proposal for the establishment of a teacher certification program in elementary education for grades kindergarten to six. This effort has occurred in the midst of continuing program review from the Minnesota Board of Teaching that will culminate in a site visit for completion of program approval in spring of 2004. This solid work in building the curricular and teaching capacity of the Metropolitan State program is timed to serve the growing numbers of lower division students completing the MCTC and IHCC programs and who are indicating a desire to seek licensure across both elementary and secondary education.

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 and include programs in critical teacher shortage areas of special education and teaching English as a second language. Currently, Metropolitan State offers licensure programs in early childhood and middle to secondary education (mathematics, life science, communication arts and literature, and social studies), grades 5 through 12. It is anticipated that the department will offer additionally an elementary education program for grades k-6 by fall 2004.

Student and Program Demographics

Table 3 illustrates student enrollment in the Urban Teacher Program from 2001 to 2003 and are organized by semester (i.e., fall 2001 to fall 2003, spring 2002 to 2003, and summer 2002 to 2003) for ease of comparison. In most cases, relative numbers of enrollees (unduplicated) rose from year to year. For example, the number of students across fall semesters '01 to '03 rose from 68 to 112 and from 86 to 100 between spring 2002 to 2003. The unduplicated count of course registrations also rose during the same periods.

Table 3 Combined Course Enrollment in Metropolitan State University Urban Teacher Program Education Courses from fall 2001 to fall 2003

Semester	Courses Offered	Total Registrations	Unduplicated Courses Offered	Unduplicated Course Registrations	Average Course Size	Unduplicated Student Count	Course registrations per student
Fall 2001	12	186	12	186	15.50	68	2.74
Fall 2002	26	224	26	224	8.62	99	2.26
Fall 2003	33	305	23	295	12.83	112	2.72
Spring 2002	15	175	15	175	11.67	86	2.03
Spring 2003	22	203	18	194	10.78	100	2.03
Summer 2002	16	123	15	109	7.27	64	1.92
Summer 2003	16	123	11	117	10.64	74	1.66
Total over 2 years	140	1339	120	1300	10.83	603	2.22

An important trend in these data is the change in average course size across time. In fall 2002, the number of courses offered doubled from the previous fall 2001. However, the average number of students per course dropped significantly indicating that course offerings were not congruent with existing demand. The Department made a strategic decision during this time to offer courses with more systematic planning so that course enrollments more closely matched the expected sizes for other program courses in the university. Despite a net increase in course offerings, average class sizes have begun to return to more acceptable levels per course over this time. Anecdotal evidence that needs to be confirmed by future reports indicates that this trend is growing into spring 2004. One important explanation for the relatively low class sizes

UTP—2003 PROGRESS REPORT

reported (especially from spring to fall 2003) is that classes analyzed included courses for final year preparation of students completing the program. Given the newness of the program, these later stage courses are currently the smallest and will likely grow as succeeding groups of students begin to matriculate to completion.

Teacher Candidates Accepted Into the Program

Students enrolled in the pre-professional courses of the Urban Teacher Program must apply to enter into teacher candidacy once they have completed those initial courses. The number of accepted teacher candidates has risen from an initial 22 teacher candidates in fall 2002 to 46 students at the beginning of fall 2003 with the first 7 student teachers completing their programs in fall 2003.

Teacher Candidate Demographics

Table 4 illustrates the number and percentages of teacher candidates, by major and ethnicity, of the 46 teacher candidates currently in the program. Table 5 describes ethnicity and gender statistics. The small number of students in this sample makes statistical inferences about the relative percentages difficult. They are presented to describe the relative distributions of program participants at this still very early stage of the program. In 2002, we reported that 15 of the 22 students (68%) in our program had declared as social studies (9) and communications arts and literature (6). The distribution of teaching majors in 2003 began to equalize among secondary education teacher candidates with the largest change in the number of candidates in life science (from n=4 in 2002 to n=12 in 2003). Mathematics teaching majors continue to be the area of greatest challenge, mirroring the situation found nationally.

Prospective Teachers of Color

In 2002, the program reported a total 6 teacher candidates of color out of 22 (27%). Although the relative percentage did not change significantly (28% n=13 out of 46) in 2003, the relative distribution of teacher candidates began to take a more positive turn as the program has grown. Specifically, the percentage of teacher candidates of color for each major was 36%, 60%, 8%, and 28% respectively in communication arts and literature, mathematics, life science, and social studies. The ethnic or cultural groups represented in this population included African-American (6), Asian-American (4), Latino (2), and American Indian (1).

Table 4: Distribution of Teacher Candidates by Major, Race/Ethnicity and Gender

Ethnicity		MAJOR				Total
		ECE	Communi cation Arts and Literature	Math	Science	
African-American	Count		2	2		6
	% within ethnicity		33.3%	33.3%		100.0%
	% within major		14.3%	40.0%		13.0%
	% of Total		4.3%	4.3%		13.0%
American Indian	Count		1			1
	% within ethnicity		100.0%			100.0%
	% within major		7.1%			2.2%
	% of Total		2.2%			2.2%
Asian-American	Count		1	1		4
	% within ethnicity		25.0%	25.0%		100.0%
	% within major		7.1%	20.0%		8.7%
	% of Total		2.2%	2.2%		8.7%
White	Count	1	9	2	11	33
	% within ethnicity	3.0%	27.3%	6.1%	33.3%	100.0%
	% within major	100.0%	64.3%	40.0%	91.7%	71.7%
	% of Total	2.2%	19.6%	4.3%	23.9%	71.7%
Latino	Count		1		1	2
	% within ethnicity		50.0%		50.0%	100.0%

UTP—2003 PROGRESS REPORT

Ethnicity	MAJOR					Total	
	ECE	Communi- cation Arts and Literature	Math	Science	Social Studies		
	% within major	7.1%		8.3%		4.3%	
	% of Total	2.2%		2.2%		4.3%	
Total	Count	1	14	5	12	14	46
	% of Total	2.2%	30.4%	10.9%	26.1%	30.4%	100.0%

Table 5: Ethnicity by Gender

Ethnicity		Gender		Total
		Female	Male	
African-American	Count	5	1	6
	% within ethnicity	83.3%	16.7%	100.0%
	% within GENDER	16.1%	6.7%	13.0%
	% of Total	10.9%	2.2%	13.0%
American Indian	Count	1		1
	% within ethnicity	100.0%		100.0%
	% within GENDER	3.2%		2.2%
	% of Total	2.2%		2.2%
Asian-American	Count	3	1	4
	% within ethnicity	75.0%	25.0%	100.0%
	% within GENDER	9.7%	6.7%	8.7%
	% of Total	6.5%	2.2%	8.7%
White	Count	20	13	33
	% within ethnicity	60.6%	39.4%	100.0%
	% within GENDER	64.5%	86.7%	71.7%
	% of Total	43.5%	28.3%	71.7%
Latino	Count	2		2
	% within ethnicity	100.0%		100.0%
	% within GENDER	6.5%		4.3%
Total	Count	31	15	46
	Gender % of Total	67.4%	32.6%	100.0%
Ethnicity Count (Students of Color)		11	2	13
Ethnicity % of Total		36%%	13%	28%

Scholarship Programs

To support the program's mission for increasing the number of prospective teachers of color, the Urban Teacher Program at Metropolitan State University has worked this year with the Metropolitan State University Foundation, which administers scholarships through funds provided by community partners, to ensure that scholarship awards given to prospective teachers mirror the program's goals. Beginning in 2004, the Foundation will be naming an independent body to serve as an awards committee for the purposes of directing scholarships to prospective teacher candidates who meet the following criteria:

1. Students of color (i.e., from racially and/or ethnically or linguistically diverse backgrounds)

UTP—2003 PROGRESS REPORT

2. Teacher candidates seeking degrees in high demand teacher fields (e.g., mathematics and science as well as teachers of color in other fields)
3. 1st generation degree seekers

Foundation funds are private donations from donors who have expressly provided funds to support the mission of the program.

Clinical Experience

In fall 2003, seven students completed student teaching with two provisionally hired in a metropolitan area school district as they completed their student teaching. Nine additional student teachers will complete their programs in spring 2004. 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 will 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.

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. CTC 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 AmeriCorps-VISTA to be tutors for the America Reads program. 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 students' 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 their experiences and how it relates 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.

IHCC has received a *Community Service-Learning and Campus-Community Collaboration Initiatives* grant to develop and fully institutionalize a campus-wide service learning initiative to increase the quality, impact and sustainability of community-campus collaborations and to fully develop an "engaged campus" environment. IHCC can fulfill a unique community role by partnering with organizations, by developing a campus culture that "nurtures and encourages civic engagement," and by providing opportunities for students and faculty to apply research and classroom learning in "real" settings with dynamic interaction, feedback and opportunity for further learning and engagement.

PARTNERSHIPS/COLLABORATION

The collaborative partnership includes the three MnSCU institutions, the Minneapolis and St. Paul school districts and both Minneapolis and St. Paul teacher federations. Leaders from each of these seven 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 and enhance

UTP—2003 PROGRESS REPORT

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 this collaborative work:

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. Metropolitan State is also working on additional agreements with other metropolitan area community colleges, such as Century Community College.

Recruitment:

In collaboration with the Minneapolis and St. Paul teacher federations, their Educational Assistant Service Representatives, and the human resource departments of Minneapolis 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, organizational meetings, publications, 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 of 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:

Academic advisors from the Education Departments of Inver Hills Community College, Metropolitan State University and Minneapolis Community and Technical College host Urban Teacher Program information meetings at all three institutions.

Electronic Portfolio:

Inver Hills Community College has been involved in the development of the electronic portfolio, or "eFolio", with ISEEK, the Minnesota Internet System for Education and Employment Knowledge. Inver Hills filled seats on the eFolio task force which allowed for Inver Hills 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 at Inver Hills has made this eFolio a requirement of the program. Metropolitan State has agreed to use the eFolio as a part of the transfer agreement. Inver has also developed a series of training courses to go with the eFolio. One course teaches students the technology needed to use the efolio and the other course teaches students how to fill out the eFolio. Common problems with the eFolio include how to use the tools and then how to fill it out. These courses are geared to teaching a student how to fill out the efolio for professional use.

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 Metropolitan State.

UTP—2003 PROGRESS REPORT

Student Data Base:

Minneapolis Community and Technical College, Metropolitan State University and Inver Hills Community College all use MnSCU's ISRS (Integrated Statewide Records System) as the base of their information systems. Each continues 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.

FEEDBACK ON THE URBAN TEACHER PROGRAM

The following quotations are from students from IHCC, MCTC, and Metropolitan State who are in the Urban Teacher Program.

From Metropolitan State University 2003

1. The focuses of our studies are seriously on the urban students and teaching for their success. Along with our class work we also observe and volunteer in actual urban classrooms. The richness of the diversity of instructors and their diverse backgrounds has been invaluable in preparing me to be a successful caring urban teacher.
2. Program is beneficial in that it gives prospective teacher an opportunity to interact with multiple area schools and students in urban areas-plenty of real world interaction in order to be better prepared for a successful teaching career. Great and supportive staff!
3. This is my second year in the Urban Education Program. I am impressed with the focus on multicultural education and the emphasis on meeting the needs of ALL students. This emphasis has been lacking in traditional programs, and we wonder why there is an achievement gap?!?!?
4. The Urban Teacher Program is well designed. Classes are offered at great location and the times for availability are great. This program is developed around my working schedule!!! Enjoy being a part of the program.
5. The UTP is a great program that really does teach future teachers to succeed in an urban school.
6. The UTP at Metropolitan State University is a unique program. Its focus on urban learners and urban education has helped me greatly in current educational position in Minneapolis. The teaching methods offered in the program have helped me improve the academic success of many of [my] students. I would strongly recommend the program to anyone seeking a career in education or social services related to education.
7. Program is meeting my needs: Affordable. I could [not] go anywhere else emphasis on multicultural issues, other programs do [not] do this. I am able to understand a lot of what goes on in the classroom. Based on that understanding [and] a lot of emphasis on [early] school visits [we get a true] view of reality. Teachers [professors] have a lot of experience in urban setting [s] which [are] valuable for us.
8. I think one of the greatest strengths of the program is the fieldwork requirements. It is so important for prospective urban educators to have as much experience in urban school environments as possible.

The biggest frustrations I have had with the program are scheduling concerns. As I neared the last year of coursework, I encountered many obstacles to completing the program. I realize this is a characteristic of a new program, but I feel I still have to push to make sure courses are in place for me to take.

UTP—2003 PROGRESS REPORT

Another concern I have had is that professors seem to have some fairly disparate ideas and philosophies of what effective urban education is or should be. As I have progressed in the program, I have come to see that every teacher is a product of their own lives and experiences, and that there is not one, cohesive framework I can plug myself into. That I, too, as an urban educator will be a product of my own life and experiences, and that what I know every professor has developed in me is a flexibility openness and reflectiveness that I hope will help me to eventually become a good teacher. I think it may be important for professors to point out explicitly along the way that we students and professors may all be on different roads but hopefully they all lead to effective learning for urban students.

9. The UTP is my dreams come true. In every class I learned valuable information that will make me a better teacher. The in-school observations and participation are difficult to fit in, for working adults, but it is so valuable. This is my second year in the program and I have two more years to go part-time. The classes are scheduled so that I can fit them into my schedule. The teachers care about the program and in developing the students to be prepared and knowledgeable teaching in an urban setting with diverse students. This program is essential for the continued growth of diversity in Minnesota.
10. My work with the UTP has been very positive. I have not only been directed by my wonderful advisor, but also from professors who teach my education classes. Their willingness to direct my path had been critical in my success. I also love the willingness of professors to relate the college class to the practical classroom. Relating what is in a text to the class has cleared confusion and secured my understanding of what effective teaching is. I cannot speak highly enough of my advisor and her direction. She makes me believe I can change the lives of my students. She has an amazing passion for learning.
11. I had enrolled for about one year in UTP. The (UTP) had helped me to observe, interview and experience the urban teaching school!
12. I feel the program at Metro State University has done an unbelievable amount of growing. I appreciate the care and concern all the instructors have for the students in this program. Every one wants the learning process to be meaningful.

From IHCC, MCTC, and Metropolitan State University 2002

"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 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)

UTP—2003 PROGRESS REPORT

"Freedom as a core concept...has advanced my training as a future teacher. I recognized it 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."

