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**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  
FEBRUARY 2005



MINNEAPOLIS  
COMMUNITY & TECHNICAL  
COLLEGE



Metropolitan  
State University



Members of the Minnesota State Colleges and Universities System

# UTP—2004 PROGRESS REPORT

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## EXECUTIVE SUMMARY

The Urban Teacher Program (UTP) is designed to enable teacher candidates to master the knowledge and skills needed to serve an increasingly diverse student body in urban schools. Minnesota statute specifies that Minneapolis Community and Technical College (MCTC) and Inver Hills Community College (IHCC) shall provide the first two first years and Metropolitan State University shall provide the final two years of the UTP. Responding to this directive, the three partners designed a program that enables prospective urban educators to complete an Associate of Arts (AA) degree at either IHCC or MCTC which can then transfer seamlessly into upper division work at Metropolitan State University for teacher licensure. The legislature appropriated funding for program development and implementation and directed that the Minnesota State Colleges and Universities Board of Trustees annually submit a progress report regarding the development of the program. This report has been completed in fulfillment of that requirement.

UTP has achieved important milestones and registered significant growth in 2004. In the spring of 2004, the Minnesota Board of Teaching conducted an on-site institutional review of teacher licensure programs and institutional standards at Metropolitan State University. A team of professional educators representing peer teacher education institutions and the Board of Teaching reviewed program documents and interviewed university administrators, program faculty and staff, community college and school district partners, and teacher licensure candidates over three days. As a result of that review, the team recommended full approval of the Urban Teacher Program and Metropolitan State University as a teacher licensing institution. Full approval was granted to the institution in July, 2004.

UTP has also experienced significant growth in program enrollments, teacher candidacy, and declared education majors in the high-demand teaching fields of mathematics and science. All three partner institutions – Metropolitan State University (MSU), Minneapolis Community and Technical College (MCTC), and Inver Hills Community College (IHCC) – have registered continued growth in enrollment. This year, 855 students were enrolled in courses across all three institutions (317 at Metropolitan State University, 336 at Minneapolis and Technical College, and 202 at Inver Hills Community College), an increase of 12.5 % since 2003.

Declared mathematics and science education majors at Metropolitan State University have also increased. Currently, 56 students have declared for mathematics education and 40 for science education. Of these, 27 mathematics majors and 21 science majors were enrolled in fall 2004. In addition, 14 mathematics majors (seven males and seven females, with seven of the majors also students of color) have successfully entered into teacher candidacy and 10 science majors have done so.

All programs have worked hard to increase the number of people of color to represent at least 50% of all students in the program. MCTC has successfully met this goal for the past two years (51% in 2003 and 2004), while the percent at MSU increased to 32% in 2004 (up from 28% in 2003) and 30% of students in the IHCC program identified themselves as non-White. In addition, MSU has maintained a substantial percentage (80%) of faculty and professional staff from diverse cultural and linguistic backgrounds, even as the staff has grown in number.

Finally, in 2004, 23 students (20 at Metropolitan State University and 3 at other institutions) successfully graduated and met the requirements for Minnesota teacher licensure, the first cohort to graduate. Coupled with continued program growth, these results indicate a strong future for the Urban Teacher Program. The report that follows provides more detail on this year's efforts.

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### CURRENT PROGRAM INITIATIVES

The Urban Teacher Program is built from successful collaborations among Inver Hills Community College (IHCC), Metropolitan State University (MSU), and Minneapolis Community and Technical College (MCTC). These three institutions, in partnership with metropolitan area school districts and local teacher unions, have built a working relationship that demonstrates the power of a shared purpose and the value of strong legislative support. Faculty and staff of the three institutions and their school partners represent a collaborative seeking to create a seamless transition for aspiring urban teacher candidates.

#### Community Colleges

Minneapolis Community and Technical College and Inver Hills Community College offer general education requirements and pre-professional education studies during the first two years of postsecondary study. The program at MCTC offers a two year transformative educational urban experience in which prospective teacher candidates 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 IHCC, a specific transfer curriculum has been developed to provide teacher candidates the opportunity to begin study in their disciplines of choice. The following two reports represent current efforts of each community college program.

#### ***Minneapolis Community and Technical College***

MCTC has enrolled a total of 336 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 82 students. 38 of these former MCTC Urban Teacher Students continue to be enrolled in college and working on 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 44 students are still pursuing the completion of their AA degree or lower division coursework at MCTC.

At the end of spring semester 2005, an additional 25 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 from 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 that are widely used 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

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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 and new college coursework.

The Math Department at MCTC has worked with the UTP to provide students with a *series of PPST workshops* in the fall and spring semesters. These workshops are designed to help prepare students to pass the math section of the Pre-Professional Skills Test (PPST). In addition, the Math Department has worked with the Urban Teacher Program to develop a Math for Teachers course which is currently under review by the Academic Council.

The Urban Teacher Program at MCTC is in the process of *changing from an Associate of Arts degree with a focus in Urban Education to an Associate of Science degree in Urban Teacher Education*. The proposed A.S. degree will provide students with a curriculum that better prepares them for transfer to four year teacher preparation programs. The required and recommended courses in the degree program are aligned with state licensure standards and focused on the skills, abilities, and competencies needed by teachers to work effectively with diverse urban learners. The proposed degree change is being reviewed by MCTC's Academic Council and will be submitted to the Office of the Chancellor for review and approval. The articulation agreement with Metropolitan State University will remain in place.

### **Awards, Grants, and Scholarships**

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*, which recognizes innovative faculty development programs. Minneapolis Community and Technical College was the only community college in a national competition of colleges and universities to receive the award in 2003. The funds provided by the award were used in 2004 to provide scholarships to students in the Urban Teacher Program.

In fall 2003, 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. During the current academic year, MCTC's Urban Teacher Program has worked with the Richfield Public Schools to hire an Urban Teacher Coordinator. The coordinator has recruited teacher mentors and students into the program. In the spring semester, the students will be taking a seminar offered by MCTC at Richfield for college credit. The seminar is designed to provide students with an understanding of the skills, competencies, and abilities needed by urban teachers. The Coordinator is also developing a summer Math and Science Camp. The Urban Teacher Program at Richfield 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. It will provide pre-college career counseling for children of color and immigrant youth and college level pre-education courses for 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students. The project goal is to provide the Richfield school district and other first ring suburbs with 50 new school teachers by 2009.

The ADC Foundation awarded the Urban Teacher Program a grant of \$10,000 to offer a *summer science camp* for 25 inner city youth in grades 5, 6 and 7. The program partnered with Anishinabe Academy to plan, design, and implement the camp, which included a visit to the Belview Nature Center, a canoe trip down the Mississippi and Minnesota Rivers to study river ecology, and a student presentation of their work to parents and guests.

Since the UTP program began in 1999, *scholarships totaling \$103,245* have been awarded to 97 students. More awards will be made in spring 2005.

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### ***Inver Hills Community College***

Overall, the past year has been a fruitful one for pre-professional urban teacher preparation at Inver Hills Community College and for the districts it serves. The college continues its focus on recruitment and retention of students of color. In summer 2004, a new Director of Multicultural Affairs position was filled, giving voice and new direction to the college's Committee on Diversity. This past academic year, IHCC enrolled 202 students in teacher education-related programs. Of those students reporting their ethnicity, approximately one third were students of color (compared to 12% students of color for the overall student body), holding steady with the previous year's enrollment.

The Urban Teacher Program at Inver Hills has benefited from collaborations with other departments within the college, including Physical Education, Human Services, and Service Learning. The program's largest partner on campus continues to be *Adult Success through Accelerated Programs (ASAP)*, which has been designated as an Adult Learning Focused Institution (ALFI) by the Council for Adult Experiential Learning, one of only 27 in the country and the only two-year ALFI College. *ASAP's* Paraprofessional Accelerated Program track, refined and upgraded this past year, is the alternative academic choice for Education and Teaching Assistants (EAs/TAs) from Saint Paul and inner-ring suburban public schools working to meet requirements of the No Child Left Behind Act. Close to half of the paraprofessional enrollment is comprised of persons of color or first generation college students. *ASAP* programs are designed to respond quickly to individual needs, helping students complete an intensive, accelerated, two-year degree program by providing an individualized degree plan and program, credit for prior learning, and eight-week courses in which students attend class one night per week.

### **New Programs and Partners**

In spring 2004, the college hired a professional teacher educator to *re-design Urban Teacher Program courses leading to both an A.A. degree with an emphasis in Urban Teaching and an A.S. degree in Urban Education Foundations*. An internal advisory committee of college faculty with degrees in education spent the summer forming and re-forming pre-professional education courses and curriculum tracks in elementary and secondary mathematics and science, and early childhood education. The A.S. degree and redesigned courses are pending review by the college's Academic Council; the A.A. degree with Urban Teaching emphasis is in place.

*Articulation agreements* with Urban Teacher Program partner Metropolitan State University have been revised, and new articulation agreements with Minnesota State University, Mankato (via their Normandale Community College program) and Augsburg College are pending. Development of articulation agreements with programs at the College of St. Catherine, Concordia College, University of Minnesota, and University of St. Thomas has been initiated.

In 2004, the college implemented the second year of a *grant, awarded under the Improving Teacher Quality program of the No Child Left Behind Act*, to implement and sustain an interactive and inquiry-based institute designed to develop and supplement mathematics pedagogical content and knowledge for 50 additional paraprofessionals in the Saint Paul Public Schools. IHCC partnered with the Saint Paul Schools and the Saint Paul Federation of Teachers to offer the year-long After Math II Institute for EA/TAs in Title I classrooms.

Inver Hills has made a strong commitment to build steady enrollment. The college has worked to improve both recruitment and retention in Saint Paul and inner-ring suburban schools by working closely with them, including minority culture charter schools such as Academia Cesar Chavez on Saint Paul's East side. In conjunction with IHCC Student Services, the program has *hired a career programs recruiter* who works to promote the Urban Teacher Program to interested high school students and has brought high school students identified as high-potential future urban educators on campus for evening seminars about the college and the UTP program.

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To strengthen UTP students' association with the college and with the field of professional education, in fall 2004 the college *reorganized the former Future Teachers student organization into a Teacher Education Club* designed to support both social and professional growth and connections to the field. Students have designed a "Warm Jackets for Kids" service learning project and invited Julie Landsman, author of *White Teacher Talks about Race*, to a Q&A session on teaching in urban schools. Other programs being considered include mentoring high school students who are interested in becoming teachers and hosting seminars offered by Hamline University's Center for Excellence in Urban Education, which would be open to the public.

### **Awards and Grants**

To better retain urban education students, program staff has worked with the college's foundation office to secure \$15,500 in additional funding for academic scholarships and emergency financial assistance. Foundation funds previously designated for the Urban Teacher Program were also used to offer week-long summer "bridge" workshops designed to provide focused coaching in reading, writing, and mathematics for new teacher education students.

Inver Hills also successfully completed the first year of a three-year, \$500,000 federal grant awarded to the college to develop a comprehensive partnership to implement an adult accelerated program that provides on-site opportunities for paraprofessionals to complete their AA degrees, as well as receive sustained, on-site tutoring and instructional support for technology, learning, and ESL/ELL needs. The grant program is called A PLUS (Accelerated Paraprofessional Learning for Urban Schools).

### **Metropolitan State University**

In 2004, the Urban Teacher Program at Metropolitan State University accomplished a major milestone in its development through a successful institutional review by the Minnesota Board of Teaching and its full approval of Metropolitan State University as a teacher licensing institution. Accreditation of the Urban Teacher Program is approved through the year 2011. This process of institutional approval has also solidified the program's efforts to forge ever stronger ties to its collaborative partners and enjoys continued growth as a program integrated into the university. Student enrollment has continued to climb systematically at the pre-professional level and in the number of students admitted into teacher candidacy (the professional core).

### **New Programs**

Significant program expansion has continued with the addition of new faculty and staff, the implementation of early childhood teacher certification program, and significant progress in three other initiatives: establishing a post-baccalaureate program for secondary education licensure, development of an elementary education program, and the adoption of a program evaluation and assessment plan to monitor growth and continuous improvement. These changes were designed to further our strategic plan 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.

The *post-baccalaureate program* has moved forward in the existing secondary teaching programs (mathematics, science, social studies, and communication/writing arts). This program will serve persons who either hold an existing teaching license and want to earn a second license in a new content area or hold a non-teaching bachelor's degree and are seeking their first teaching license. The process will model a "fifth year" licensure program that can be completed in approximately one full academic year, including summers and based on a full load of 12 credits per term (up to 36 semester credits depending on review of transcripts and other professional preparation).

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Collaborations begun in 2003 with faculty in the College of Arts and Sciences to establish a *teacher certification program in elementary education* have yielded a proposal that has been approved by the department and is being prepared for institutional review and then submission to the Minnesota Board of Teaching. The Department hopes to complete this process in time to begin offering courses in fall 2005 or spring 2006. This work is timed to serve the growing numbers of lower division students completing the MCTC and IHCC programs who are indicating a desire to seek licensure across both elementary and secondary education. Embedded in this initiative is a new position for a faculty member with expertise in elementary education. The focus of this effort is on preparing the Department to develop programs in the high demand fields of special education and ESL, both of which are K-12 licenses that require preparation in both elementary and secondary education. Initial steps are also being taken toward developing proposals in special education and ESL as outlined in the program's strategic plan.

A third initiative is the completion of an *evaluation and assessment plan for the Urban Teacher Program*. Begun in 2003, the plan was reviewed and accepted by the department in fall 2004 and implementation has begun as required for an initial progress report to the Minnesota Board of Teaching in 2007. The Department has established a committee to conduct a data-gathering process that can inform the continuous improvement of the program. Specific efforts include a continuing curriculum review in collaboration with program partners in the schools, development of program structures to solidify the Department's authority and responsibility for its programs, review of field experience procedures, review of advising procedures, and systematic implementation of an outreach/recruitment plan.

### Faculty and Staff

In 2004, the Urban Teacher Program added an additional mathematics education faculty member, bringing our resident faculty to eight plus one fixed term Field Experience Coordinator. However, because one faculty member has left on administrative leave (to serve an interim administrative position at another state university), the active resident faculty remains at seven. These changes have not altered the Department's continued composition as one of the most distinctly diverse faculty and programs in the state. Table 1 illustrates the growth and diversity faculty and staff from its inception.

**Table 1 Resident Faculty and Professional Staff of Metropolitan State University Urban Teacher Program by Year**

Year	African-American	American Indian	Latino/Hispanic	Asian	White	Total
2001	2	0	1	0	2	5
2002	2	0	3	0	2	7
2003	3	1	3	0	1	8
2004	3 (one on Admin. Leave)	1	3	1	1	9

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 enriched the implementation of the teacher preparation curriculum.

### Student and Program Demographics

Table 2 illustrates student enrollment by semester in the Urban Teacher Program from 2001 to 2004. In most cases, the unduplicated count shows yearly increases. For example, the number of students across fall semesters '01 to '04 rose from 68 to 124 and from 86 to 147 between spring 2002 to 2004. The unduplicated count of course registrations also rose during the same periods.

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**Table 2 Combined Course Enrollment in Metropolitan State University Urban Teacher Program Education Courses from fall 2001 to fall 2004**

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
Spring 2002	15	175	15	175	11.67	86	2.03
Summer 2002	16	123	15	109	7.27	64	1.92
Fall 2002	26	224	26	224	8.62	99	2.26
Spring 2003	22	203	18	194	10.78	100	2.03
Summer 2003	16	123	11	117	10.64	74	1.66
Fall 2003	33	305	23	295	12.83	112	2.72
Spring 2004	34	309	27	302	11.19	147	2.10
Summer 2004	18	93	15	90	6.00	46	2.02
Fall 2004	29	326	22	320	14.55	124	2.63
<b>Total over 4 years</b>	<b>221</b>	<b>2067</b>	<b>184</b>	<b>2012</b>	<b>10.91</b>	<b>920</b>	<b>2.21</b>

An important trend evidenced in these data is continued growth in average course size over time. Courses have remained full, including professional core courses, which have historically been the smallest due to the recent startup of the program. The department has made a strategic decision to add sections of existing courses and offer a complete set of professional core courses throughout the spring and fall semesters to accommodate the growing demand.

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 22 teacher candidates in fall 2002 to 68 in fall 2004. To date, the program has graduated 20 new teachers.

Teacher Candidate Demographics. In 2004, significant progress was made in the recruitment of prospective educators across all majors. Table 3 shows declared and enrolled majors by subject area. Of particular note was the growth in mathematics and science. Declared majors in mathematics have risen to 139 and active enrollments throughout the year numbered 56. In science education, 103 students have declared a major and 50 maintained enrollment throughout the year. Table 4 describes the number of program-admitted majors.

**Table 3: Declared and Enrolled Majors**

	English		Science		Mathematics		Social Studies		Early Childhood		Total	
	Declared	Enrolled	Declared	Enrolled	Declared	Enrolled	Declared	Enrolled	Declared	Enrolled	Declared	Enrolled
2002	28	9	15	10	29	17	21	8	0	0	93	44
2003	104	43	61	36	91	41	103	53	11	8	370	181
2004	173	71	103	50	139	56	188	94	53	26	656	297

**Table 4: Program-Admitted Majors**

	Number	Percent
Missing Information	6	8.8
Early Childhood	4	5.9
English	13	19.1
Mathematics	14	20.6
Science	11	16.2
Social Studies	20	29.4
<b>Total</b>	<b>68</b>	

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Prospective Teachers of Color. The program saw a significant increase in enrollment by prospective teachers of color, from 28% in 2003 to 32% in 2004. Table 5 shows the numbers and percentages of teacher candidates by ethnicity as of fall 2004. Additional details not illustrated here include the fact that the percentage of prospective mathematics educators of color is now 50%, followed by social studies (32%), English (31%), early childhood (25%), and science (20%).

**Table 5: Distribution of Teacher Candidates by Race/Ethnicity**

	Number	Percent	Cumulative Percent Students of Color- <b>32%</b>
African-American	11	16	
American Indian	1	2	
Asian-American	4	6	
Latino	6	9	
White	46	<b>68%</b>	
<b>Total</b>	<b>68</b>		

Gender Distribution of Program Participants. Table 6 shows female and male enrollment by major. These numbers show that many female program participants are entering secondary education fields in which women are historically underrepresented (notably science), as well as fields more traditionally selected by women, including English and early childhood education.

**Table 6: Program Participants by Gender**

		GENDER		Total
		Female	Male	
Information not available	Count	5	3	8
Early Childhood	Count	3	1	4
	% within MAJOR	75.0%	25.0%	
English	Count	10	3	13
	% within MAJOR	76.9%	23.1%	
Mathematics	Count	7	7	14
	% within MAJOR	50.0%	50.0%	
Science	Count	9	1	10
	% within MAJOR	90.0%	10.0%	
Social Studies	Count	11	8	19
	% within MAJOR	57.9%	42.1%	
	Count	45	23	68
	% within MAJOR	66.2%	33.8%	

Finally, Table 7 illustrates the distribution of gender by students of color in the program. Of note is that the distribution of males to females of color is more even than that among white students.

**Table 7: Students of Color by Gender**

		GENDER		Total
		Female	Male	
White	Count	32	14	46
	% within White	70%	30%	
Students of Color	Count	13	9	22
	% within Students of Color	59%	41%	
	% within GENDER	29%	39%	32%
Total	Count	45	23	68
	Percent	66%	34%	

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### Scholarship Programs

To support the program's mission to increase the number of prospective teachers of color, the Urban Teacher Program at Metropolitan State University has continued to work 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.

The Foundation has begun to establish an independent body to serve as an awards committee for the purposes of directing scholarships to prospective teacher candidates who meet three criteria:

1. Students of color (i.e., from racially, ethnically and/or linguistically diverse backgrounds);
2. Teacher candidates seeking degrees in high demand teacher fields (e.g., mathematics and science as well as teachers of color in other fields); and
3. 1<sup>st</sup> generation degree seekers.

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

### CLINICAL EXPERIENCES

In 2004, the Urban Teacher Program graduated 20 new prospective teachers. Most of these individuals have already secured teaching positions in urban or inner-ring school districts (complete numbers were not available at the time of submission of this report). Students in the program complete their education in practicum placements in St. Paul, Minneapolis, and inner-ring suburban schools, all in sites with high concentrations of culturally and linguistically diverse youth to ensure that the experience is congruent with the UTP expectations and curriculum. As a central component of the educational preparation in the Urban Teacher Program, exposure to practical experiences in an urban school environment 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 Public Achievement Initiative at the University of Minnesota Center for Democracy and Citizenship to structure the experience. CTC students engage in "public work—the hard, on-going 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 in public work teams with young people in middle and high schools. The coaching sites vary from semester to semester but 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. They are then paired with a school in either St. Paul or Inver Grove Heights, where students offer reading assistance for teachers in elementary classrooms. The students' primary goal is to work with students of a lower reading ability. While in the classroom, students also have opportunities to observe the classroom teacher and are required to keep a daily log and journal of their

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experiences and how they relate to their classes. Students are also expected to have a weekly debriefing to share their thoughts with other members of their class at Inver Hills.

In addition, IHCC has renewed a *Community Service-Learning and Campus-Community Collaboration Initiatives grant* to more 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 is fulfilling a unique community role by partnering with external service organizations, developing a campus culture that “nurtures and encourages civic engagement,” and 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

In total, the Urban Teacher Partnership includes the three MnSCU institutions, the Minneapolis and St. Paul school districts, and both Minneapolis and St. Paul teacher federations. During the academic year, leaders from each of these seven entities come together for monthly Joint Steering Committee meetings to establish and maintain a constructive and positive working relationship. These and other meetings have led to the development of programs providing seamless transitions from the two-year colleges to Metropolitan State University and have enhanced the overall development of the Urban Teacher Program. In addition, broadening of the Metropolitan State University curriculum is a major step toward increasing the transfer rates into upper division courses. The following briefly describe some key results of this collaborative work.

#### Articulation Agreements

Minneapolis Community and Technical College and Metropolitan State University have developed a strong articulation agreement. Comparable agreements for education foundations degrees in both Associate of Science and Associate of Arts are in place between Metropolitan State University and Inver Hills Community College. These agreements are in the process of securing approval from the Office of the Chancellor. Metropolitan State is also working on agreements with other metropolitan area community colleges, including Century 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. Strategies include presentations at staff and organizational meetings, publications, and workshops on the opportunities available to become a teacher. In addition, multi-media news outlets are regularly provided with information on program developments and student progress.

#### Transfer Curriculum

The faculty of Metropolitan State University, Minneapolis Community and Technical College, and Inver Hills Community College have worked collaboratively to develop a transfer curriculum agreement that allows community college students to transfer 16-26 credits of communication arts and literature, social studies, mathematics, or science toward their teaching license.

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### **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 Minnesota Board of Teaching Standards of Effective Practice.

### **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 contributed to the development of the electronic portfolio, or "eFolio", with ISEEK, the Minnesota Internet System for Education and Employment Knowledge, which allowed Inver Hills to be involved in both the alpha and beta testing of the eFolio. The Urban Teacher Program at Inver Hills has made eFolio a requirement of the program and an integral part of students' practicum experience. Inver Hills has also developed a series of training courses to go with the eFolio, including one course that teaches students the technology needed to use the eFolio and another that teaches students how to fill out the eFolio.

Minneapolis Community and Technical College has developed the required components of an electronic portfolio. Students are provided workshops in the fall and spring semesters on how to develop an electronic portfolio of work that demonstrates growth throughout the program. The portfolio meets a requirement for admission into the upper division program at Metropolitan State.

Metropolitan State has agreed to use the eFolio as a part of the transfer agreement and is currently developing an electronic component in its educational technology course.

### **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 jointly 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 continues to update its education library, currently to provide both classic and contemporary research materials for students interested in a teaching career.

## **FEEDBACK ON THE URBAN TEACHER PROGRAM**

Student comments continue to provide support and guidance for the Urban Teacher Program. The following excerpts offer a flavor of comments made by UTP students at the three partnering institutions.

- This semester has brought out some things in me that I would have never thought I could reveal in the classroom setting. . . . I felt as though I really improved my collaboration skills. . . . One of the biggest lessons that I learned through this entire experience is that everyone has special skills that can be extremely useful.

## UTP—2004 PROGRESS REPORT

- I am confident . . . that I could interact with thirty children at once. I have begun to lose the belief that my age is cause for me to [dis]continue my education. Fifty-five is not over-the-hill, it's just climbing up the other side of the hill.
- 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.
- 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.
- The UTP... 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 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 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.
- 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.
- 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.

## PROGRAM HISTORY

### Legislation

Minnesota statute specifies that Minneapolis Community and Technical College and Inver Hills Community College shall provide the first two first years and Metropolitan State University shall provide the final two years of the Urban Teacher Program. The legislature appropriated funding for the development and implementation of the secondary and early childhood education components of a program leading to teacher licensure and directed that the Minnesota State Colleges and Universities Board of Trustees annually submit a progress report to the chairs of the higher education finance divisions of the legislature regarding the development of the program.

## **UTP—2004 PROGRESS REPORT**

### **Purpose**

UTP is designed to enable teacher candidates to master the knowledge and skills needed to serve an increasingly diverse student body in urban schools. Specifically, the program is designed to enable prospective urban educators to complete 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 Twin Cities area to complete their teacher preparation in public, affordable MnSCU institutions especially attractive to non-traditional and historically under-served students.

### **Goals**

The Urban Teacher Program goals align with the 2002-2003 MnSCU Chancellor's Work Plan Goal 13.1., which includes a commitment to address the shortage of teachers of color and teachers in high demand fields in partnership with school districts, the Minnesota Department of Education and other stakeholders. UTP is helping to meet this goal by working to prepare an adequate supply of quality teachers for the changing faces of Minnesota classrooms.

As a collaborative initiative among Metropolitan State University, Minneapolis Community and Technical College, Inver Hills Community College, and K-12 partners, UTP is a strategically accessible and educationally solid urban teacher preparation program. Grounded in Minnesota's Standards of Effective Practice, UTP has two complementary goals to meet its mission: (a) to attract more teacher candidates of color, low-income 'first generation' students, and non-traditional career changers into teaching careers and (b) to prepare all teachers in its program to support improved academic outcomes among urban learners.