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St. Paul, MN 55101

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February 15, 2017

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Dear Sir or Madam,

Enclosed please find two hard copies of a report required by 2000 Minnesota Laws Chap. 489 Art. 11 Sec 2 Subd 4(c) concerning the Urban Teacher Education Program at Metropolitan State University. Copies of this report, *"The Urban Teacher Program in the School of Urban Education at Metropolitan State University: Report to the Legislature,"* were delivered to Representative Bud Nornes, Chair of the House Higher Education and Career Readiness Policy and Finance Committee, and Senator Michelle Fischbach, Chair of the Senate Higher Education Finance and Policy Committee, on February 15, 2017.

Please contact me, Lynda.milne@so.mnscu.edu, if you have any questions.

Sincerely,

Lynda Milne
Associate Vice Chancellor for Academic Affairs

c: Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs
Jaime Simonsen, Director of Legislative Communications

Enclosure





February 15, 2017

Academic & Student Affairs

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

Report to the Legislature

Minnesota State

The Urban Teacher Program

in the

School of Urban Education



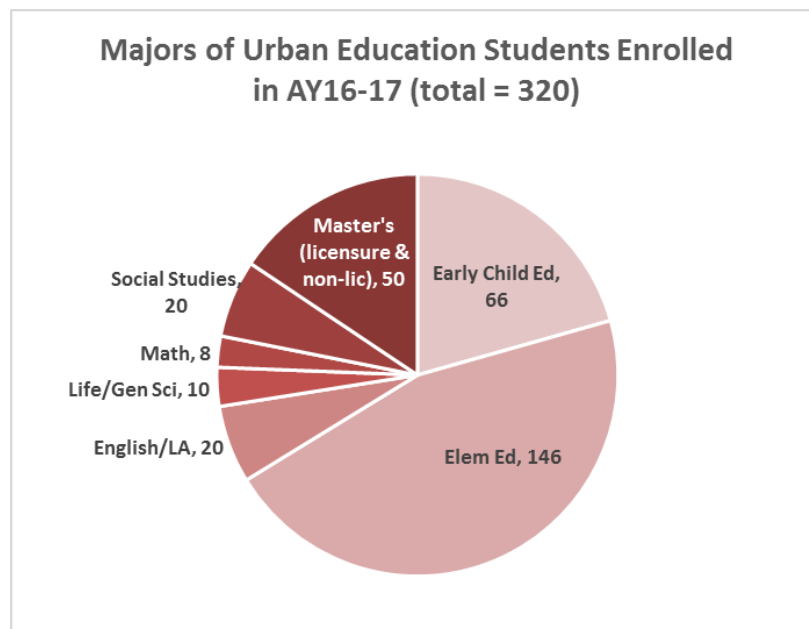
**A Progress Report to the
Chairs of the Higher Education Finance Divisions
of the Minnesota State Legislature**

February 2017

OVERVIEW

The Urban Teacher Program (UTP), housed in the School of Urban Education (UED) at Metropolitan State since 2012, is completing its 16th year of preparing diverse teacher candidates to meet the needs of the Twin Cities metro area since being created by the Legislature in 2000 with a one-time appropriation. The UED is the most racially, ethnically diverse school/college of education in Minnesota (students, staff or faculty) with more candidates and completers who are of color or American Indian than any other program, and a majority of staff and faculty who are of color. With the exception of the M.S. in Urban Education/Curriculum, Pedagogy, and Schooling track, which is designed for professional development purposes, UED offers the following majors that qualify program completers to become licensed educators in the state of Minnesota.

- B.S. Urban Early Childhood Education (Birth-Grade 3 licensure)
- B.S. Urban Elementary Education (Kindergarten-Grade 6 licensure)
- Urban Secondary Education (Undergraduate B.S. pathways for Grades 5-12 licensure in one of the following subject areas)
 - Communication Arts & Literature
 - Life Science/General Science
 - Mathematics
 - Social Studies
- M.S. Urban Education
 - Secondary Education Teacher Preparation track for 5-12 licensure in one of 4 core disciplines
 - Curriculum, Pedagogy, and Schooling track for professional development



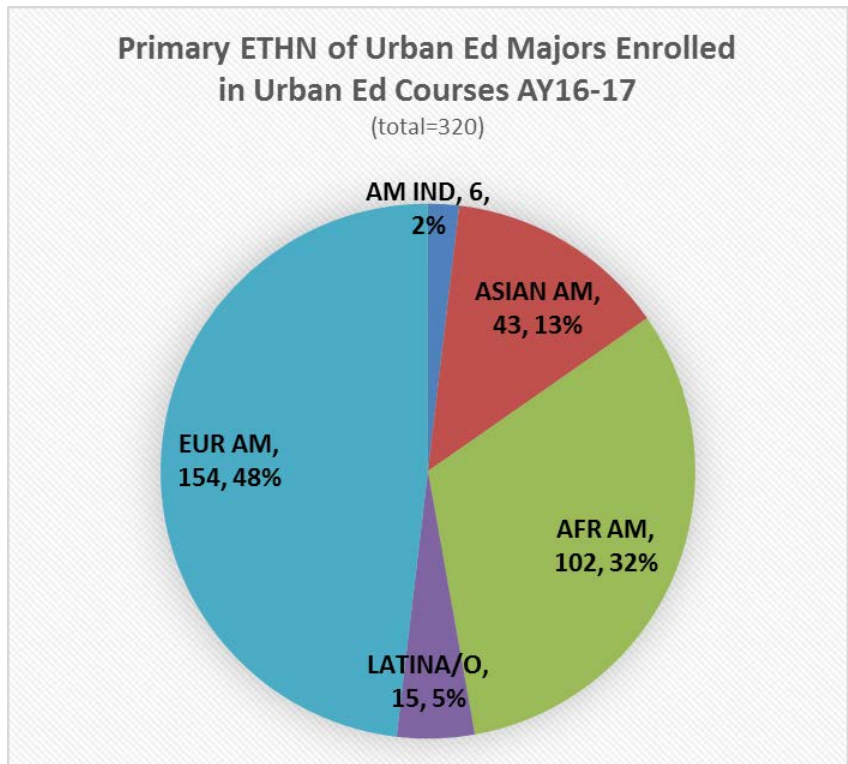
Continued Outcomes Related to the 2000 Legislature’s Target Expectation of the Program Enrolling at least 50% Students of Color

When the Legislature created the Urban Teacher Program in 2000, there was a severe shortage of teachers of color. Unfortunately, this shortage still exists. According to the 2017 Minnesota Teacher Supply and Demand Report published by the Minnesota Department of Education, of 32,246 teachers in the Twin Cities Metro Area, only 2,197 (6.8%) are of color or American Indian while 58.9% of 475,092 students in metro area schools are of color or American Indian¹.

Metropolitan State University continues to be the institution of choice for many diverse teacher candidates in the Twin Cities when

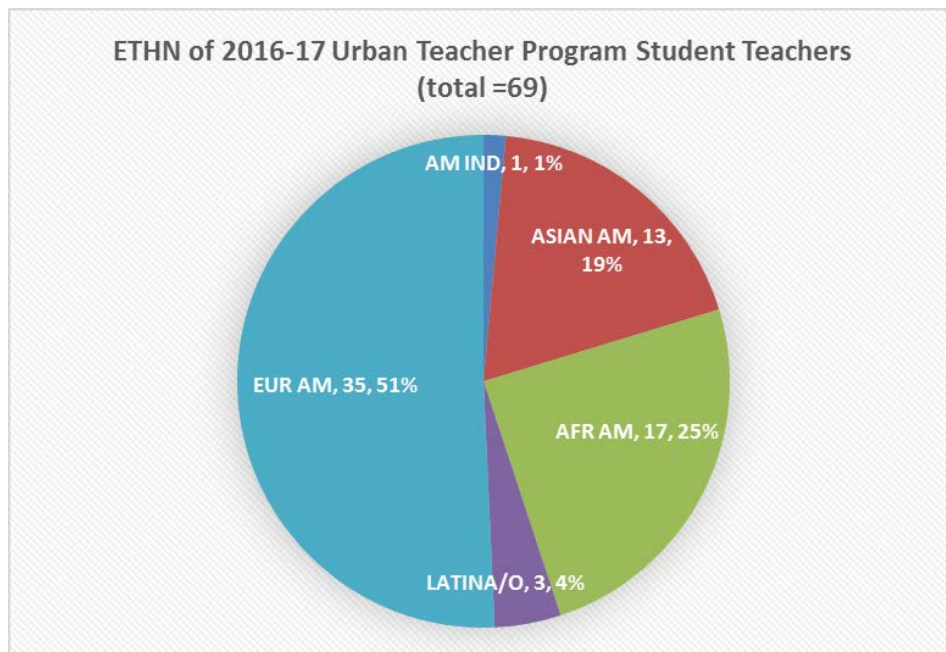
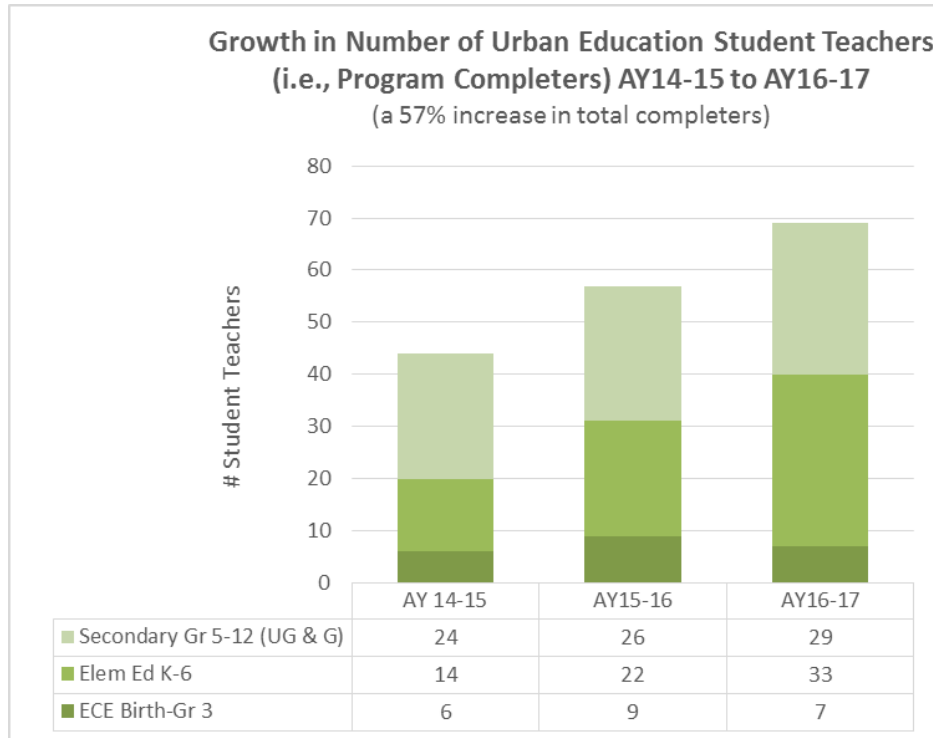
compared to overall enrollments in teacher preparation at private and public colleges and universities in Minneapolis and St. Paul. Those programs have enrollments that remain predominantly white with the exception of a few specialized programs that receive extra funding. Feedback from candidates and school partners is largely positive, which explains the growth of the program and increased demand for our graduates (see pp 7-8 for sample comments from cooperating school teachers).

Metropolitan State University is proud to report that (52%) of all Urban Education majors taking courses in the Urban Teacher Program during the 2016-17 academic year are students of color and American Indian students. We have achieved this percentage without a designated program recruiter, enrollment quotas or being able to offer full scholarships; we have achieved this percentage through hard work, modeling our mission and legislative mandate, and word of mouth among our teacher candidates as well as K-12 and community college partners. We are also proud that we have increased the number of program completers by 57% across our various teacher licensure programs over the last two years (please refer to graph below). Moreover, we continue to close gaps in program completion percentages



¹ Statewide, only 4.2% of the teaching force statewide are persons of color or American Indian, including 7.7% of newly licensed teachers.

among students of color and American Indian teachers versus program completion percentages of white candidates (please refer to pie chart below).



Other Program Updates & Developments

PARTNERSHIPS: During the 2016-2017 academic year, UED continues to work with various metro area community college partners including its original partners Minneapolis Community & Technical College and Inver Hills Community College as well as other Metro Alliance community colleges. This includes reviewing, updating, or creating articulation agreements or memorandums of agreement that articulate coursework at 2-year colleges for transfer into various teaching majors at Metropolitan State.

UED continues to work to build and strengthen partnerships with Minneapolis Public Schools, St. Paul Public Schools, and several diverse inner-ring suburban schools and districts. These partnerships have served to provide urban teacher candidates with invaluable urban classroom experience while also helping urban schools and teachers meet the needs of urban learners. They have also resulted in recruiting efforts of diverse paraprofessionals to enter the teaching profession. Increasingly, school districts are seeking partnerships with the School of Urban Education because of the diversity of our candidates and the preparation they all receive to meet the needs of diverse preK-12 learners. For example, in January 2017, UED signed a formal partnership agreement with Osseo Area Schools. This partnership enables UED student teachers of color and American Indian teachers to complete their student teaching in Osseo Area Schools while being paid and receiving full benefits as a paraprofessional. Upon successful completion of student teaching, these student teachers are afforded preferential hiring status in the District and awarded two additional years of seniority to protect them in the event of layoff.

NEW HIGH-NEED PROGRAMS: UED projects continued growth with the continued recruitment of students in Master of Science in Urban Education programs. The ESL and Special Education graduate programs are expected to be approved for licensure by the Board of Teaching in 2017.

YEAR-LONG STUDENT TEACHING GRANT & PILOT PROGRAM: UED was one of two Minnesota State institutions that received a \$100,000 legislatively funded pilot project grant to support year-long student teaching programs. Metropolitan State's pilot was unique in that 80% of the grant was used for student stipends to make it possible for diverse candidates with life responsibilities to afford the extended student teaching experience. A complete report describing the findings of this pilot project will be submitted in March 2017, but it is clear that most teacher candidates needed the grants to financially support themselves and/or their families and could not have completed their student teaching without such support.

LEADERSHIP AND STAFFING: Dr. René Antrop-González is in his second year as dean of UED and Dr. Rosa Fagundes was elected by the faculty to serve a second three year term as Department Chair. This stable leadership matters, because until 2015, UED had had seven positional leaders in nine years. As a result of more stable leadership, UED's mission/vision are more likely to be maintained. Searches are being conducted in spring 2017 for two tenure-track faculty and one coordinator of assessment. As UED student enrollments continue to increase, especially in graduate programs, additional faculty positions will need to eventually be posted and filled in order to better serve our students' needs, particularly around advising.

Looking Forward

- **FINANCIAL INCENTIVES:** Financial incentives (e.g., scholarships or grants, student teaching stipends & loan forgiveness for teaching service) are needed to attract and support people of color into the teaching profession. Teacher candidates of color need financial assistance, so they do not just graduate with a bachelor's degree, but so they can also complete their licensure programs. UTP students continue to be challenged by the reality that they must forgo income and pay tuition during student teaching, which in effect is a 12-15 week unpaid full-time internship. In fact, a disproportionate number of teacher candidates of color graduate but not get licensed, because they cannot afford to quit working in order to complete the student teaching requirement. If students of color and low-income students in the Urban Teacher Program could receive support during their student teaching semesters, we are confident that the program could achieve even greater success in recruiting, retaining, and graduating with licensure students of color, low-income, and first-generation college students who understand the experiences and needs of urban learners.

- **CHANGING LICENSURE EXAM REQUIREMENTS:** Recent legislative sessions have highlighted problems with the Minnesota Teacher Licensing Exams (MTLE). Further addressing the systematic inequities resulting from the MTLE and the new NES Essential Academic Skills exams that disproportionately keep successful program completers of color and American Indian program completers from gaining full teaching licensure would serve to increase the licensure rates for teacher candidates of color and American Indian teacher candidates. The UTP not only seeks to increase the number of teacher candidates of color who complete our programs, but needs legislative support so that all candidates of color and American Indian teacher candidates who successfully complete degrees and student teaching also earn licensure in order to become full-time, licensed urban teachers (please refer to Appendix for comparison of pass rates).

- **A STRONG AND COLLABORATIVE URBAN EDUCATOR PROGRAM:** The Minnesota State system and Metropolitan State University are proud of the considerable enrollment growth and graduation outcomes of the Urban Teacher Program and believe that it should be recognized and included with its peer universities in the Legislature's Collaborative Urban Educator (CUE) program. Metropolitan State has demonstrated a steady growth in student enrollment over the past decade consistent with the 2000 legislative mandate to increase the number of teachers of color and American Indian teachers in the Metro area. Simply put, we believe we have demonstrated that UED's inclusion in the CUE program would be a wise investment for the state and help narrow the wide opportunity and achievement gaps that continue to persist in Minnesota's urban core. This particular request, among other additional funding requests that would benefit all teacher preparation programs in the state, is being pursued through legislative channels due to UED's work with the *Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota* (www.tocaimn.com). This Coalition was founded in November 2015 and is comprised of several Twin Cities-based teacher education

programs in partnership with the *Minnesota Education Equity Partnership* (MnEEP) with the goal of doubling the number of teachers of color and American Indian teachers in the state by 2020. The Coalition has a legislative team that has drafted E-12 and Higher Education bills designed to advocate for new and amended statutes and budgetary allocations that would address several major barriers to the profession, including the need for financial support and incentives for pre-service and in-service teachers who are of color or American Indian. These financial incentives include scholarships, stipends for student teaching, loan forgiveness programs, and hiring bonuses.

Sample of Comments about UED Student Teachers from Cooperating School Teachers

- *[NAME] is eager, compassionate, curious, insightful, and brings a wealth of background experiences that will be an asset to the teaching profession. I have no qualms recommending her to pursuing teaching, and expect she will contribute much to our field.*
- *[NAME] created a safe, positive learning community where all the students felt like they belonged. She also built many strong relationships with the students. She had high expectations for all the students and she showed that she truly cared for all of them every day. [NAME] had detailed lessons plans, with the standards, learning target and lesson objectives.*
- *Excellent use of sources and uses a variety of techniques and tools to teach students.*
- *Exemplary. High Expectations for black students.*
- *Lessons were always well thought - out and planned. Always critically thinking about how to improve on teaching methods.*
- *[NAME] will add great value to the urban teaching community. Pushes students to think critically. Utilizes formative assessment very effectively. Very open to feedback. Very strong communicator.*
- *Was very open to feedback and constructive criticism.*
- *She has also created many learning experiences that have been so engaging and meaningful for students. [NAME] provided adaptations for a variety of students such as adding visuals to the instructions, seating options, and clear routines and expectations to help increase their participation and ability to attend. [NAME] created and managed a very positive, safe and respectful learning environment by having a positive focus, using kind and encouraging words, reinforced positive behavior, provided developmentally appropriate and engaging activities. The students were cooperative, engaged and excited about learning during the lesson.*
- *Great at adapting, reteaching and studying with students to help make meaning and connections. Great with getting students to think in terms of high-level, critical questions.*

- *[NAME] has a positive spirit and students get that. He brought that additional spirit to all work.*
- *[NAME] understands how five and six year olds learn. She incorporated a variety of strategies, such as think-alouds and turn-and-talk to encourage student discussion and drawing on students prior knowledge. She encourage students to try even though they might a mistake. She helped them understand that everyone makes mistakes and that's how we grow. [NAME] worked well with all our ELL students and was always understanding of cultural differences. [NAME] participated in home visits with most students in my classroom after school hours and weekends. She understands the importance of partnering with parents in the education and well-being of their children. Parents saw her as the second teacher in the classroom. She participated in team meetings as a team mate in planning and decision-making. She is well liked by students, staff and parents.*
- *[NAME] was always very professional with everyone - she was well liked and admired as an educator by others.*
- *[NAME] offered and used numerous learning methods in order to give students of all levels, intellectually and socially, many opportunities to grasp various concepts and ideas. [NAME] always considered different learning styles and abilities when planning her lessons. [NAME] consistently managed a very positive and safe learning environment. She was comfortable handing situations as they came up, and she consistently encouraged students to be respectful, responsible and safe.*
- *Wide variety of activities- based on the content. Super well prepared!*
- *[NAME] is very strong in developing relationships. Because of her strong rapport with the students, she was able to foster the learning and development of all students.*
- *[NAME] makes sure she knows each child. This helps her decide how she teaches the students. Simply amazing all the many strategies she came with and even more as she's finishing up.*
- *I think [NAME] did am amazing Job making learning opportunities for students of diverse backgrounds. He made information accessible and attainable while holding high standards for students. [NAME] wasn't afraid to try new teaching methods during his experience in our classroom. Students engaged well, properly solved, and demonstrated problem solving and performing skills very effectively.*
- *Thoughtful, flexible and prepared for class. A wonderful presence in our community!*
- *Excellent job relating to kids and yet always setting high expectations for every student.*

**APPENDIX: COMPARISON OF METROPOLITAN STATE vs MINNESOTA PASS RATES ON
SKILL EXAMS FOR TEACHER LICENSURE**

MTLE "Basic Skills" (Sept 2010-July 2016)						NES "Essential Academic Skills" (Sept 2017 to 2-11-17)					
Pass Rate - Inst.	# Takers - Inst.	# Pass - Inst.	Pass Rate - State	# Takers - State	# Pass - State	Pass Rate - Inst.	# Takers - Inst.	# Pass - Inst.	Pass Rate - State	# Takers - State	# Pass - State
Reading											
40%	40	16	42%	736	307	100%	5	5	73%	52	38
41%	17	7	58%	697	402	100%	3	3	79%	47	37
63%	16	10	60%	541	323	0%	1	0	69%	35	24
90%	10	9	83%	361	298	100%	1	1	94%	16	15
100%	2	2	78%	137	107	-	0	0	100%	6	6
90%	156	140	84%	20,254	17,007	80%	5	4	88%	974	855
55%	22	12	85%	752	642	-	0	0	82%	17	14
75%	263	196	81%	23,478	19,086	87%	15	13	86%	1,147	989
Writing											
38%	39	15	41%	724	296	0%	2	0	43%	46	20
53%	19	10	57%	685	390	100%	1	1	50%	48	24
64%	14	9	56%	533	300	0%	1	0	38%	34	13
80%	10	8	77%	356	275	100%	1	1	78%	18	14
50%	2	1	61%	135	83	-	0	0	33%	9	3
84%	158	133	83%	20,151	16,784	0%	1	0	70%	950	665
71%	264	187	80%	23,330	18,747	33%	6	2	67%	1,128	755
Mathematics											
39%	36	14	32%	728	231	17%	6	1	45%	49	22
52%	21	11	76%	667	507	100%	2	2	69%	39	27
63%	16	10	52%	529	273	0%	1	0	61%	36	22
90%	10	9	78%	360	280	100%	1	1	62%	21	13
0%	2	0	58%	135	78	-	0	0	88%	8	7
78%	157	122	83%	19,942	16,498	50%	6	3	79%	879	696
67%	264	178	80%	23,107	18,454	44%	16	7	76%	1,053	798