2014-15 Handbook
for teacher candidates, cooperating teachers, and University supervisors

TABLE OF CONTENTS

Directory .......................................................................................................................... 3
About the College/Teacher Education in Minnesota.............................................. 5
Information for Newly Admitted M.Ed./Initial License Students....................... 6
Program Information and Policies for Continuing Students .......................... 8
Teacher Preparation at the University of Minnesota—Twin Cities............... 12
Extensive Time in Schools: Clinical Learning Experiences............................. 13
TERI Partner Network ............................................................................................... 14
Teacher Candidates ................................................................................................. 16
Supervisors and Cooperating Teachers ................................................................. 17
Minnesota Standards of Effective Practice for Teachers ............................... 21
Minnesota Code of Ethics for Teachers .................................................................. 27
Teacher Candidate Assessment and Evaluation ............................................... 27
Policies and Procedures ......................................................................................... 30
Directory

Department of Curriculum and Instruction

TBD, department chair

Amy Jo Lundell, coordinator of secondary field experiences
lunde037@umn.edu, 612-624-7448

Art Education
James Bequette
bequette@umn.edu, 612-625-5286

Michelle McElroy, M.Ed adviser
wort0005@umn.edu, 612-625-3339

Elementary Education
Katherine Byrn
byrn0039@umn.edu, 612-625-9472

Jaime Gearhart, M.Ed adviser
siska001@umn.edu, 612-625-3339

English Education
Cynthia Lewis
lewis@umn.edu, 612/625-6313

David O’Brien
dobrien@umn.edu, 612-625-5337

Michelle McElroy, M.Ed adviser
wort0005@umn.edu, 612-625-3339

Mathematics Education
Terry Wyberg
wyber001@umn.edu, 612-625-9823

Rudy Hernandez, M.Ed. adviser
r-hern@umn.edu, 612-625-3339

Science Education
Barbara Billington
bill0041@umn.edu, 612-626-2471

Rudy Hernandez, M.Ed. adviser
r-hern@umn.edu, 612-625-3339

World Languages and English as a Second Language

Susan Ranney
ranne001@umn.edu, 612-626-0319

Karla Stone
ston0032@umn.edu, 612-626-4084

Michelle McElroy, M.Ed adviser
wort0005@umn.edu, 612-625-3339

Social Studies
Patricia Avery
avery001@umn.edu, 612-625-5802

Jaime Gearhart, M.Ed adviser
siska001@umn.edu, 612-625-3339

Department of Educational Psychology

Geoffrey Maruyama, department chair
geoff@umn.edu, 612-624-6083

Frank Symons, special education programs coordinator
symon007@umn.edu, 612-626-

Alicia Vegell, placement coordinator
acvegell@umn.edu, 612-626-0367

Academic and Behavioral Strategist
Kristen McMaster
mcmas004@umn.edu, 612-624-1859

Autism
Joe Reichle
reich001@umn.edu, 612-625-6542

Deaf / Hard of Hearing
Sue Rose
srose@umn.edu, 612-624-6387

Developmental Disabilities
Susan Hupp
shupp@umn.edu, 612-624-1993
Early Childhood Special Education
LeAnne Johnson
chaf0032@umn.edu, 612-626-3457

Emotional and Behavioral Disorders
Jennifer McComas
jmccomas@umn.edu, 612-624-5854

Learning Disabilities
Kathy Seifert
seif0074@umn.edu, 612-625-6559

Department of Family Social Science
Lynne Borden, department head
lmborden@umn.edu, 612-624-7707

Parent and Family Education
Susan Walker
skwalker@umn.edu, 612-624-1273

School of Kinesiology
Li Li Ji, director
llji@umn.edu, 612-624-9809

Development / Adapted Physical Education (DAPE)
Jessica Braun
jbrau0010@umn.edu, 612-889-1242
Kathy Healy
healy120@umn.edu

Health Education
Matt Vollum
voll0013@umn.edu, 612-626-0625

Physical Education
Matt Vollum
voll0013@umn.edu, 612-626-0625

Department of Organizational Leadership, Policy, and Development
Francis Vavrus, department chair
vavru003@umn.edu, 612- 625-5663

Adult Basic Education (ABE)
Catherine Twohig
twoh0001@umn.edu, 612-624-7463

Career and Technical Education
Inger Wegener
wegen007@umn.edu, 612-626-3968

Institute of Child Development
Megan Gunnar, department chair
gunnar@umn.edu, 612-624-2713

Early Childhood Education
Barbara Murphy
murph028@umn.edu, 612-624-9035

Agricultural Education; College of Food, Agricultural, and Natural Resource Sciences (CFANS)
Brad Greiman
bgreiman@umn.edu, 612-624-5644
Amy Smith
arsmith@umn.edu, 612-624-6590

Music Education School of Music, College of Liberal Arts
Keitha Hamann
haman011@umn.edu, 612-624-9819

License Officer
Shuji Asai, licensure officer
asai0003@umn.edu, 612-625-3339
About the College/Teacher Education in Minnesota

CEHD Mission Statement
The College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

CEHD Conceptual Framework
The conceptual framework establishes the shared vision for CEHD efforts in preparing educators to work effectively in P-12 schools. It provides directions for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

There are three central themes for this framework:

Promoting inquiry, research, and reflection
As an academic community, we embrace the “spirit of inquiry,” of seeking truth, knowledge, and information. We engage in formal “scientific inquiry” or research as a way of systematically exploring significant issues. And we consistently reflect on our experience and our role in creating and ascribing meaning to those experiences.

Honoring the diversity of our communities and learners
The traditional role of a university, and one to which we are committed, is to expose students to a diversity of ideas and viewpoints. Diversity of ideas is the foundation and sustenance of a democratic society. Honoring diversity also involves respect for the diversity of race/ethnicity, nationality, culture, language, religion, socioeconomic status, sexual orientation, disability status and human potential. This second aspect of diversity supports and is integral to the first; issues of diversity must be a conscious part of the dialogue.

Fostering a commitment to lifelong learning and professional development
Our third theme is the most comprehensive because it acknowledges and supports the central concept of human development: that learning and growing are lifelong endeavors that enhance us personally and professionally.

Commitment to Equal Opportunity
The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

Inquiries regarding compliance may be directed to the Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 274 McNamara Alumni Center, 200 Oak Street S.E., Minneapolis, MN 55455, (612) 624-9547, eoaa@umn.edu. Web site at diversity.umn.edu/eoaa.

This publication/material is available in alternative formats upon request. Please contact Bob Utke, 612-624-1084, utkex001@umn.edu.
Structure of Initial Licensure/Master of Education (M.Ed.) Programs

This is a professional degree designed to prepare students seeking an initial license to teach in preK–12 public school settings. While completing license requirements, students also earn credits toward the M.Ed. degree. The curriculum varies depending on your chosen content area (ex: math, art, social studies, etc.), and the courses are typically prescribed and follow a particular order. Therefore it is important to understand the specific license program schedule and register for all coursework as published.

Most programs can be completed in approximately 12-15 months; however, students have up to five years to complete their degree, beginning with the first coursework used in the program (this includes any non-degree or transfer work applied to the program). Speak with your M.Ed. adviser or review the content specific portion of the CEHD website for more information: www.cehd.umn.edu.

Prerequisite Coursework

Teacher Candidates are expected to have a strong depth and breadth of knowledge in their teaching field, which is obtained through prerequisite coursework for the specific content areas. Work with your M.Ed. adviser to ensure you are meeting all requirements. You must have all prerequisite courses complete before you can obtain your teaching license.

Registration

Course registration is done online once you have been officially admitted to your program. Specific instructions regarding your classes and/or sections will be provided to Initial Licensure students upon admission. Registration instructions are on the One Stop website: onestop.umn.edu/registration/index.html. You must register each term to remain an active student in your program.

APAS

Enrolled Initial Licensure/M.Ed. students have access to the Academic Progress Audit System (APAS). This is a web-based program that enables students and University staff to monitor and track individual license and M.Ed. degree progress, and can be accessed through the One Stop website (onestop.umn.edu). It is important to become familiar with the system and continue to use it throughout the program. If you are unclear about how to use the APAS system, please contact your M.Ed. adviser for assistance.

Academic Calendar

The University calendar is located on the One Stop website: onestop.umn.edu. Students in the Initial Licensure programs typically follow the academic calendar of the school in which they are placed for their teaching practicum. This will mean a deviation from the University’s calendar. For didactic/methods courses, note the dates and times of courses listed on the One Stop website.

Criminal Background Checks

During the initial license program and licensing process, candidates are subject to criminal background studies (usually called background checks). Minnesota districts conduct background checks on every candidate before beginning the required clinical experience, which may include practicums. In some cases, background studies conducted by a private agency contracted by CEHD will meet school district guidelines for reviewing adults with responsibility for children. In other cases school districts will not accept the background studies secured by CEHD and will require students to complete a district-determined background study. In all cases, decisions
about candidate eligibility will be made by the district approving the clinical assignment. Students are responsible for paying the costs of background studies required for placement in a clinical experience. Questions about background checks should be directed to Bob Utke, utke001@umn.edu, 612-625-1084.

Candidates are also subject to separate background studies at the time of Minnesota teaching license application. Background studies are required by the Minnesota Board of Teaching and conducted by the state’s Bureau of Criminal Apprehension (BCA).

**Minnesota Teacher Licensure Exam (MTLE)**

There are three Minnesota Teacher Licensure Exams (MTLE) required to obtain a Minnesota teaching license (www.cehd.umn.edu/current/graduate/advising/licensing/mtle.html). The MTLE are delivered as computer-based tests, with the exception of World Language and Culture tests, which are paper-based. Each MTLE test includes multiple subtests, each with its own passing score. Subtests consist of multiple-choice, constructed-response, and/or other technology-supported test items to assess candidates’ knowledge and skills based on the test objectives.

The first exam, Basic Skills, has three subtests and covers reading, writing, and math. This test must be taken prior to starting the license program. When admitted into the M.Ed./Initial Licensure program, you will have a hold placed on your student account until scores from this exam are received by the CEHD Student Services office.

Second is the test of Content Knowledge for the specific license field, which consists of two subtests. Most students will take this during their first semester of student teaching. The Curriculum and Instruction library in Peik Hall houses some MTLE Content Knowledge test study guides.

Third is the Pedagogy exam which includes topics such as student development and learning, learning environments, instruction and assessment, and professional roles and responsibilities. Most students will take this during their last semester of student teaching.

More information about the exam content, study guides, registration, and costs is found on the MTLE website: www.mtle.nesinc.com.

**Advising and Career Services**

Advisers play an important role in your graduate studies, from initial notification of your admission into the college to the completion of your M.Ed. degree. Although the approach to advising may differ among departments, these general principles apply to all departments:

+ Academic advising is available to prospective and currently enrolled students.
+ Academic advising addresses students’ needs in coursework, program planning, and developmental issues.

Although you are responsible for your progress in school and staying up to date on your degree progress, your M.Ed. adviser is available to help you with questions or issues that arise along the way. This adviser can assist you with many day-to-day advising issues such as submitting a petition, course registration, graduation planning, or adjusting to the rigors of a graduate-level program. Advisers at the University of Minnesota use a note system, APLUS, to track meetings and note milestones. All students have access to these notes upon request.

Students are notified of their departmental and faculty advisers in their acceptance letter and/or during their respective orientation. You can also find their names and contact information through the myU Portal or by viewing your online transcripts. Before meeting with either adviser, give careful thought to possible course selections, program schedules, and short- and long-term education and career goals. If you plan to transfer credits to your M.Ed. program, be prepared to submit course descriptions and/or college bulletins/syllabi if requested.

**Faculty Advisers.** Faculty advisers are professors/instructors in CEHD and have a wealth of experience they can share with students regarding how to succeed in the academic and professional teaching environment. Faculty advisors can also be a good resource if you are having trouble with your student teaching placement or curriculum requirements. They are experts in their field and will be able to answer questions specific to the teaching profession.

**CEHD Career Services.** The mission of the CEHD Career Services office is to prepare and support undergraduate and graduate students and recent alumni in the College of Education and Human Development to make well thought out decisions about their career development and job search by:

+ Providing resources, individual appointments, programs, and presentations.
+ Valuing differences and meeting students and recent alumni where they are in their own personal development.
Creating and maintaining employer relations to enhance networking connections and recruitment opportunities for CEHD students and recent alumni.

Collaborating with CEHD departments and the greater University of Minnesota community.

The staff in the Career Services office offer one hour individual appointments with a career counselor covering topics such as career assessment, résumé/CV critique, cover letter writing, practice interviews, graduate school and job search planning. Schedule an appointment by calling 612-625-3339.

Program Costs

Students in the program are charged CEHD M.Ed. and Certificate tuition rates (not Graduate School rates) which are set each July for the following academic year (fall, spring, and summer). These are the three categories of expenses: Tuition, University Fees, and Collegiate and Program fees. There are also professional expenses for state testing and to apply for the license at the end of the year. See the following OneStop sites to review current tuition rates, university fees and collegiate/program fees.

Federal financial aid (FAFSA) is available for the cost of tuition and fees for the M.Ed./ILP, but not living expenses. Eligibility is different than undergraduate programs, so most people will qualify regardless of how much students were (or were not) approved for as an undergraduate. We recommend all students submit a FAFSA application – you don’t need to accept all of the aid offered, but having the application on file is useful if other planned funding falls through. A submitted FAFSA is also a requirement for some CEHD scholarships.

You can search for outside scholarships through websites such as FastWeb.com or through the Annual Registry of Grant Support which is typically available at the library of any college or university that has graduate programs. There are also federal programs to consider such as the TEACH Grant or loan forgiveness program such as Perkins or Stafford.

Program Information and Policies

for Continuing Students

Email

Your University-assigned student email account (@umn.edu) is the official means of communication from the University and CEHD. Check your University-assigned email account regularly. Failure to do so may result in missing information vital to your success in the program. It is possible to forward your University email to another account (for example: hotmail, yahoo, etc.); however, you risk losing important information due to provider spam settings. If you choose to forward email to a personal account, you are still responsible for all information sent to your University email address, including attachments.

Name Change

Students who change their name, address, or other personal information during the course of their program are responsible for notifying the University. In order to request an official change with the University, students must submit the appropriate University forms, including the Name Change Request or Notice of Address Change forms, available online: onestop.umn.edu/forms/index.html, or at the University’s One Stop office. Students must also notify CEHD Student Services and their faculty adviser about these changes.

GPA/Grade Requirements
Remaining in good academic standing includes meeting the 2.80 (on a 4.00 scale) minimum GPA requirement each semester. Students who fall below the program’s minimum GPA requirement may be terminated from the program. Students must have a 2.80 overall GPA for courses included on the degree plan at the time of degree clearance.

Grading Options

A minimum of 2/3 of the course credits included on a degree plan must be taken for a letter grade (A/F). There are certain courses within your program that only offer S/N grading, and these are excluded from the 2/3 requirement calculation. However, it is generally good practice to take courses on the A/F grading scale when it is an option, as A/F grades communicate the quality of your work more accurately.

Continuous Enrollment

Students are required to enroll every semester from the time of matriculation until degree conferral. Failure to do so may result in negative consequences related to academics, visa, financial aid, and other student issues. Contact your M.Ed. adviser as soon as possible if you plan to have a break in your degree program.

Time Limit for Completion

All requirements for the master’s degree must be completed and the degree awarded within five calendar years after initial enrollment in the graduate program. Students who are unable to complete the degree within the time limits due to extraordinary circumstances may petition for an extension of up to 12 months. Students must obtain the approval of their teacher education and faculty advisers by submitting a petition (see “Petitions” section).

Students who have been terminated under such circumstances may apply for readmission to the program; however, readmission is not guaranteed. If readmitted, the student would most likely need to complete the program requirements in place at the time of readmission which may lead to additional coursework.

Readmission

Students whose active student status has lapsed and who wish to resume graduate work must seek readmission to their graduate program or to another graduate program. Readmission is not guaranteed, and colleges and programs may add conditions to the readmission (e.g., course grades older than a specified number of years may not be included in the degree plan).

Contact your M.Ed. adviser for information about how to apply for readmission.

Change of Degree Objective

Currently enrolled graduate students who wish to change or add a degree objective (e.g., change license area or simultaneously pursue an additional license) must request the change or addition of degree objective. Although most of the Initial License areas cannot be combined and/or completed simultaneously, there are a few exceptions. Contact your M.Ed. adviser to determine if this is an option for your license area.

Similarly, if you begin your license program and determine that it’s not a good fit for your career or personal goals, contact your M.Ed. adviser and/or the CEHD Career Services office to discuss your options (different license area, non-teaching M.Ed. degree, etc).

Leave of Absence and Reinstatement

Students may need to interrupt their enrollment for reasons they cannot control. A formal leave of absence provides students the opportunity to return to the University under the rules and policies in effect when they left and without affecting their time to degree. It also allows the University the opportunity to counsel students about actions they must take to be reinstated upon the expiration of the leave. An approved leave of absence may not exceed two academic years, and the time on leave will not be counted toward the time to degree. License requirements are set by the state of Minnesota and students must comply with the standards in place at the time of their license application.

You must apply for the leave as well as request a reinstatement when you’re ready to return. The policy and required forms are at: www.policy.umn.edu/Policies/Education/Education/GRADSTUDENTLEAVE.html (under Forms/Instructions section). A signature from your M.Ed. adviser or faculty adviser is required.

Petitions

There are two petitions; each is used for specific situations:

The Graduate Registration Exception Request. Used for all registration-related issues such as adding or cancelling a course after the deadline, swapping courses, changing a grade basis, add or reduce credit load requirements, register for more than 18 credits per term, or other extenuating circumstances. The form is located on the One Stop forms website:
Once submitted, the form will be routed to the appropriate instructor/department for review and decision.

**Academic Policy Petition.** Used for requesting acceptance of transfer credits, extension to the time limit for completing program, and course substitutions for degree requirements. The form is located on the One Stop forms website: [www.onestop.umn.edu/forms/index.html](http://www.onestop.umn.edu/forms/index.html) (under the Registration Forms section).

This form is only in a paper version (not electronic) so it will need to be filled out and printed. Obtain departmental and/or faculty recommendations as appropriate for the petition type and attach any necessary documentation.

For requests to have coursework from outside institutions applied to your degree plan, you must have an official transcript (original in a sealed envelope) attached to the petition. If your faculty adviser needs to review your transcript before signing off on the departmental recommendation, please ask them to sign the back of the official transcript envelope verifying that it was sealed at the point of review, and include this signed envelope and the transcript with your petition.

With either petition, you will be notified through your U of MN email regarding the final decision.

**Degree Progress Expectations and Review for M.Ed.-level Initial Licensure Program**

Student progress in the M.Ed. Initial Licensure Program is two-fold: (1) progress toward a license in the student’s chosen teaching area, and (2) progress toward completing the M.Ed. degree. Following are the expectations for M.Ed. Initial Licensure Program students to remain in good standing in terms of progress expectations toward both of these program outcomes.

(1) **Minimum GPA expectation:** students must maintain a minimum 2.8 GPA each semester and also a 2.8 cumulative GPA to be considered in good academic standing. All courses must be graded at a “C-“ or higher level for satisfactory progress and for degree completion. (Note: where warranted, programs have the authority to allow exceptions to the “C-“ minimum for an individual student taking a specific course for degree completion purposes.)

(2) **Completion of course credits:** students are expected to complete all courses in which they enroll. To remain in good academic standing, students may not accumulate more than one course graded “incomplete.”

(3) **Professional performance in preparation for teaching:** students must make good progress throughout the program preparing them to teach by demonstrating the knowledge, skills, and dispositions as set forth in the standards and in our assessment process. For further information see the sections on MN Standards of Effective Practice (pg. 22), the MN Code of Ethics for Teachers (pg.27), and Teacher Candidate Assessment and Evaluation (pg.28).

If students do not maintain satisfactory progress in all three of these areas of expectation, they may be placed on a Progress Warning status, where clear expectations will be communicated to them about improvements needed. Progress Warning expectations are established on an individual basis at the department level, taking into consideration the nature of the progress concerns. Failure to make identified improvements or continued lack of progress may lead to a time-limited academic suspension or to discontinuation of a student’s program.

**Timeline:**

End of semester review – at the end of each semester, student records will be reviewed in the department, and students will be informed if they have fallen below minimum academic expectations for GPA and completion of course credits by the start of the following semester. Falling below academic expectations will result in a Progress Warning notification, with clear expectations delineated for the student to continue in the program. Where students have received an earlier Progress Warning with academic expectations delineated, the student’s progress toward meeting these expectations will be evaluated, and the student will be informed about the outcome of the review and any actions that will be taken. This timely and clear communication of the status of the review will also include information about students’ due process rights under University policies.

Throughout the program – professional performance assessments are conducted throughout the program, and a professional performance review is completed prior to students being placed in their final student teaching experience. Failure to meet professional performance expectations can result in a Progress Warning at any time during the program.

Students receiving a Progress Warning as a result of concerns about meeting professional performance
standards may be invited to a Case Conference to discuss the situation and to set expectations.

Documentation: Progress Warnings and the individualized expectations for improving the academic or professional performance will be part of a student’s permanent record of advisement.

Student Conduct Code – Scholastic Dishonesty/Plagiarism

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code, available on the Office of Student Conduct and Academic Integrity (OSCAI) website: www.oscai.umn.edu/index.html, defines scholastic dishonesty as follows:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Plagiarism is defined as representing the words, creative work, or ideas of another person as one’s own without providing proper documentation of source. Examples include, but are not limited to:

+ Copying information word for word from a source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;
+ Representing the words, ideas, or data of another person as one’s own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;
+ Producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;
+ Paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author’s; and
+ Borrowing various words, ideas, phrases, or data from original sources and blending them with one’s own without acknowledging the sources.

It is the responsibility of all students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, including group work and internet use. Students are encouraged to seek out information about these methods from instructors and other resources and to apply this information in all submissions of academic work.

If you are confronted with allegations of misconduct, the University has a process in place to resolve the issue. Review the Discipline Process outlined under the Student Information section of the OSCAI website for detailed information. You can also obtain the assistance of an ombudsman through the Student Conflict Resolution Center (www.sos.umn.edu/) to help you through the process.

Note: OSCAI does not assist with academic performance issues. Review the Conflict Resolution/Grievance Process for more information about resolving those disputes.

Conflict Resolution/Grievance Process

If you have a dispute, the first step of any resolution should be at the lowest unit level, between the parties involved or the parties and an appropriate third party (e.g., other faculty, program coordinator, or student services adviser). One mechanism for this is the case conference process described in the policies section of this handbook. Students may wish to contact the Student Conflict Resolution Center (www.sos.umn.edu/) or similar support services for advice and possible mediation. If no informal resolution is reached at the lowest unit level, a student may seek informal resolution at the collegiate level with the other party and higher level administrators. If the issue is not resolved informally, the student may seek formal resolution. Information about filing a formal grievance can be accessed from the Student Conflict Resolution Center (www.sos.umn.edu).

Sexual Harassment Policy

“Sexual Harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an
individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: www1.umn.edu/regents/policies/humanresources/SexHarassment.html.

Access to Educational Records
In accordance with University of Minnesota Board of Regents’ policies on access to student records, information about a student may not be released to a third party without the student’s permission. Exceptions under the law include state and federal educational and financial aid institutions. Some student information – name, address, email, telephone number, dates of enrollment and enrollment status (full-time, part-time, not enrolled, withdrawn, and date of withdrawal), college and class, major, adviser, academic awards and honors received, and degrees earned – is considered public or directory information. Students may prevent the release of public information by notifying the records office on their campus. Students have the right to review their educational records and to challenge the contents of those records.

Teacher Preparation at the University of Minnesota—Twin Cities

Preparing Adaptive Experts
Our overarching vision for our candidates as they exit their preparation program is that they will be adaptive experts (Darling-Hammond and Bransford, 2005) not only in their classrooms, but also in their schools. They will have the confidence and ability to plan, prepare, deliver, and assess learning for their students. They will be able to monitor their practice and student learning and adjust rapidly as needed.

Adaptive experts possess both the expert knowledge that is necessary for high-quality performance and the ability to be flexible and inventive in the face of non-routine situations. The ability to adapt is characterized by qualities such as innovation, flexibility, open-mindedness, responsiveness, creativity, risk-taking, data-driven, insightful, artistic, contextually aware, and adventurous.

Having expertise includes characteristics such as being efficient and knowledgeable, learning from experience, making pragmatic decisions, possessing technical skill in evidence-based practices, and planning. In summary, adaptive expertise “requires a shift in perspective from viewing an individual’s capacity to teach not as a fixed store-house of facts and ideas but instead as a source and creator of knowledge and skills needed for instruction” (Darling-Hammond and Bransford, 2005).

Candidates who become adaptive experts will:
+ Embrace uncertainty in the classroom with flexible actions and a commitment to student learning.
+ Use observations and data about student learning to adjust instructional approaches.
+ Integrate new technologies to engage students in creation and synthesis learning activities.
+ Work with other school colleagues to advocate and support students’ social, emotional, academic, and physical development.
+ Respond to students’ cultural funds of knowledge in curriculum, instruction, and relationship building.
+ Take risks as educational leaders.

Teacher Licensure and the M.Ed. Degree
Consistent with national recommendations to strengthen the academic background of beginning teachers, the college offers nearly all of its initial teacher license programs at the master’s degree level. Candidates enter the license program with strong content knowledge acquired during the completion of their undergraduate degrees. The college remains strongly linked to the undergraduate programs at the University of Minnesota through its DirecTrack to Teaching and undergraduate
Elementary and Early Childhood Foundations degree programs. Students who complete the license program continue with coursework necessary to complete the M.Ed. degree.

**Extensive Time in Schools:**

**Clinical Learning Experience**

Throughout their license programs, teacher candidates work with cooperating teachers and University supervisors to develop teaching skills as well as the dispositions toward inquiry, research, and reflection that lead to life-long professional development. Clinical experiences provide opportunities for teacher candidates to link research, theory, and practice in real-world settings. Teacher candidates are mentored to meet the needs of diverse students and develop the skills to interact with pupils and colleagues, which we hold to be the essence of effective teaching.

**Types of Clinical Learning Experiences**

According to Minnesota Administrative Rule 8700.7600, candidates preparing to be recommended for their first license are required to complete successfully a series of early and ongoing planned, supervised, and evaluated clinical experiences. The University uses four different types of clinical learning experiences:

**Traditional Student Teaching**

Classroom responsibilities. In traditional student teaching, the pre-service teacher spends the first couple weeks in the classroom observing, and then gradually “ramps up” takes on more responsibility for teaching in one content area (elementary) or class period (secondary) each week. By the fourth or fifth week, the teacher candidate takes full responsibility for the classroom, while the cooperating teacher takes on the role of observer.

**Program expectations.** Each license program will have specific expectations of the student teaching experience. Generally, all programs will expect a focus on planning, instruction, and assessment of student learning. The teacher candidate is responsible for completing all program expectations.

**Supervision.** The teacher candidate receives a minimum of three supervisory visits. This number of visits can be adjusted if the student teaching is other than a full-day, semester-long, or year-long experience. The University supervisor completes the university required observations and Final Student Teaching Evaluation.

**Length of placement.** The length of the placement is specified by each license program to meet state requirements, address university expectations, and support P-12 school’s needs. According to Minnesota Administrative Rule 8700.7600, candidates must complete at least 10 full weeks of student teaching in the license field and at the license level for which the candidate will be recommended for a teaching license.

**Co-Teaching Student Teaching**

In a student teaching experience incorporating co-teaching, the pre-service teacher works collaboratively with the cooperating teacher throughout the entire experience, serving as a co-teaching partner in lesson planning, assessment, and instruction.

Unlike the traditional student teaching model, as the weeks progress during co-teaching, the teacher candidate has increasing responsibility for leading planning, instruction, and assessment. The cooperating teacher gradually releases lead teacher responsibilities but remains engaged as a co-teacher to assure both adults in the classroom remain focused on engaging students in learning. Instead of “soloing” for weeks without utilizing the expertise of the master teacher, teacher candidates who co-teach demonstrate they can handle the full responsibility as lead teacher by selecting and planning for appropriate co-teaching strategies. In this model, the cooperating teacher remains engaged as a partner in the classroom, focused on supporting and assessing the needs of the student learners with the teacher candidate.

**Program expectations.** Each license program will have specific expectations of the co-teaching experience. The
teacher candidate is responsible for completing all program expectations.

Supervision. The role of supervision is very similar to the traditional student teaching model (see above). The supervisor may be more engaged with the cooperating teacher since feedback is more frequently a discussion among all active teachers in the classroom.

Length of placement. The length of the placement is specified by each license program to meet state requirements, address University expectations, and support P-12 school’s needs. Co-teaching will typically be engaged over an extensive period of time due to the school partnerships in which the co-teaching is taking place.

Practicum experiences
Supervised practicum experiences are specified by each license program and are typically attached to a university course. Practicums are shorter than student teaching experiences and typically involve fewer responsibilities by the candidate than expected during student teaching. Practicums may take place in a classroom, across the whole school, or non-school based education settings. Examples of activities that may take place during practicums include.

+ Structured or open-ended observations
+ Case study of a student
+ Teach a mini-lesson approved by the university instructor and classroom teacher
+ Complete informal assessments as part of a course project
+ Participate in ongoing teaching activities as a support or tutor

Field Experiences
Field experiences are also associated with university courses, similar to practicum experiences. Field experiences provide an opportunity for the candidate to complete a specific course project that will typically be of a short duration (one-to three site visits). Field experiences will not be supervised on site. Field experiences may be completed during a practicum or student teaching experience.

TERI Partner Network

The TERI Partner Network is comprised of over 300 individuals from seven school districts who have engaged in events, site meetings, task groups, curriculum teams, and professional development offered since January 2010 as part of the Teacher Education Redesign Initiative (TERI) at the University of Minnesota. The Network provides a shared space where all educators—school-based and University-based—focus on improving learning and engagement for P-12 learners while mentoring new teachers into the profession. The Network continues to expand as more school faculty and members of district central offices engage with TERI activities.

Our approach in developing district partnerships has been to identify districts that share an affinity for redesigning teacher education that is closely aligned with clinical practice. Potential professional development schools (PDSs) and clinical cluster sites (CCs) were identified in consultation with district leadership, school site administration, teachers, and University faculty based on these criteria:

+ Willingness to work together in new ways to best serve students’ learning
+ Commitment to whole school professional development
+ Strong, stable principal and leadership
+ Space to host teacher preparation classes and University liaisons

Formal partnerships with districts are established with a
Memorandum of Understanding (MOU), creating a working partnership that gives both partners a stake in the relationship. Once the district agreements are established, Scope of Work Agreements (SOWA) are created in conversation with site teams at schools.

Site teams for each PDS represent the community, school, union, and university program(s) and help to manage partnership work. The teams identify specific areas of need or interest for the following year and partnerships are developed to support that need. For example, when one district’s elementary education teachers were required to provide art lessons as part of general instruction, our art education candidates were able to co-teach in the schools working side-by-side with experienced teachers—adding value to the classroom. The outcomes were that the children in the school had access to an arts-rich curriculum that would otherwise not exist, the teachers in the school gained new perspectives on what art integration really looks like, a set of lesson plans were created that became part of the district curriculum, and the teacher candidates gained important pre-service experience in the partner schools. It was a win-win-win relationship.

As schools continue to assess the quality and the effectiveness of the teaching under their own roofs, our model for professional development schools will help the schools become better places for teaching and learning. Partner schools need to be willing to take risks with us and move in new directions in shaping the educational experiences for both teachers and students. We are enthusiastically co-developing partnerships with district level staff and school leadership, finding ways to collaborate and putting P-12 students first in our joint efforts.

Professional Development Schools and Clinical Cluster Sites

We have adopted a Professional Development School (PDS) model to create and renew school and district partnerships with the University of Minnesota-Twin Cities. According to the National Council of Accreditation for Teacher Education (2001), a PDS is:

...a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and institution of higher education (IHE) faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. A PDS may involve a single or multiple schools, school systems and IHEs and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and PreK-12 schools.

We stand by the premise that these partnerships must be beneficial to all partners. Our partners tell us that they are engaging with us because they 1) know their P-12 students will benefit from the expertise and resources that the University will offer from faculty across the University; 2) that they trust the University for the quality of teacher preparation and teacher development that it can offer to their teachers; and 3) that a partnership with the University will provide opportunities to develop the leadership and instructional practices of their faculty. For the University, the partnerships will provide high quality clinical experiences for our candidates in places where we will be able to provide ongoing support. The University will also benefit from the expertise of master teachers within our partner districts as we create opportunities to share expertise in teaching on our campus and in the PDSs.

All PDS clinical experiences are coordinated in such a way that research, theory, and practice are meaningfully integrated and applied toward the goal of P-12 student learning.

Site Liaison

A university-school liaison is a staff member (either a district, university or joint staff person with shared reporting to both school and university) who organizes the clinical experience for candidates and the school. This person also serves as a communication bridge for professional development and research interests of all partners. The site liaison has a primary role in developing and confirming placements, providing oversight to cooperating teacher, student teacher pairs, and arranging necessary training.

PDS-based cohorts meet regularly at the school site for general pedagogical preparation with the liaison and with university faculty in “courses” on content pedagogy, foundational ideas, and other specialized areas of preparation.

Clinical Cluster Schools (CCS) are schools where candidates are placed in groups of 3 or more and members of the faculty are engaged with the TERI Partner Network.

In 2014-2015, clinical learning placements are concentrated within PDS and CCS schools. However, not all clinical learning experiences will occurs in a PDS or a
CCS. As more schools within our district partners are identified and developed as PDS or CCS schools, our candidates will have access to PDS and CCS clinical placements. We anticipate that by 2014, all of our candidates will be prepared with at least one field placement in a PDS or CCS.

**Partner Network Cooperating Teachers**

Within the partner network we have agreements defining who may and may not serve as a co-teacher with a teaching candidate. These criteria are in addition to the requirements for all cooperating teachers described later in this section.

**Common Criteria for Cooperating Teachers**

1. Three years of teaching experiences and/or tenured in District
2. Licensed in assigned field
3. Willingness to complete co-teaching training and co-teach with teacher candidate
4. Principal/School Leadership Team recommendation based on:
   - Evidence of effective teaching:
     - Assessing student learning—formative and summative assessments demonstrate student achievement and inform instruction
     - Managing learning in the classroom environment
     - Integrating research-based best practices
     - Teaching through a lens of equity
   b. Evidence of Professionalism
     - Collaborating (PDP/PLC/co-teaching)
     - Deepening content knowledge
     - Communicating skillfully
     - Becoming a teacher leader
     - Reflecting on practice
     - Articulating practice
     - Demonstrating adaptive expertise
     - Modeling passion and enthusiasm for teaching.

**Teacher Candidates**

**Responsibilities and Dispositions Expected of Teacher Candidates**

The responsibilities and dispositions listed here are expected of teacher candidates in all initial license programs across the College of Education and Human Development. Careful observance of these responsibilities and dispositions contribute to the successful completion of clinical learning experiences. Additional responsibilities and activities are determined by program areas.

- Come ready to learn, be enthusiastic, and show initiative.
- Accept responsibilities assigned by the cooperating teacher.
- Prepare instructional units in advance and review lesson plans with the cooperating teacher prior to instruction.
- Assume primary responsibility for all teaching assignments as they have been planned with the cooperating teacher and University supervisor.
- Maintain the hours required of regular teachers. Be punctual and arrive prepared to teach.
- Communicate with the cooperating teacher and other school personnel immediately if an absence must occur. Communicate the absence to the University.
- Be patient with yourself and your cooperating teacher.
- Demonstrate initiative by finding ways to contribute to the classroom and to the school.
- Demonstrate respect for the individual differences and cultures of students.
- Know your content and be a continuous learner.
Supervisors and Cooperating Teachers

Minnesota Requirements for University of Supervisors and Cooperating Teachers

Qualifications of professional education faculty are defined in Minnesota Administrative Rule 8700.7600, section G (revisor.mn.gov/rules/?id=8700.7600).

Among the expectations the state holds for our faculty, the following hold for university supervisors and cooperating teachers:

+ The unit ensures that faculty who supervise field experiences are academically prepared and professionally experienced in a school setting
+ Any part-time and adjunct faculty and graduate students in teaching roles provide integrity, quality, and continuity of teacher preparation programs
+ Faculty and teaching in the unit are of high quality reflecting current research and best practice consistent with the curriculum goals of the program
+ Faculty and cooperating school personnel model and reflect the best practice in the delivery of instruction
+ Faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning
+ Instruction encourages the candidate’s development of reflection, critical thinking, problem solving, and professional dispositions
+ Teaching in the unit reflects knowledge and experiences with diversity and exceptionalities
+ The institution systematically evaluates the effect of faculty on candidate performance and fosters faculty professional development
+ The unit’s faculty demonstrates knowledge, skills, and dispositions which model best professional practices, assessment, and scholarship

Supervisors

University Requirements for University Supervisors
Faculty assigned to supervise student teaching experiences in the teacher license program shall have teaching experience at the license level of the license program.

University Preferred Requirements for University Supervisors
Know and implement co-teaching strategies.
+ More than three years teaching experience
+ Current or past license for teaching in the license area

Dispositions Expected of University Supervisors
The student teaching experience can be an exciting time of personal and professional growth. It can also be a time when teacher candidates may face a number of conflicts
and tensions. Cooperating teachers and University supervisors are both in a position to offer the professional support and encouragement needed by candidates to deal successfully with the natural ups and downs of becoming a teacher. We expect that Supervisors will:

+ Show care, concern, and commitment to teacher candidates.
+ Share the thinking underlying your instructional and supervisory decisions.
+ Help teacher candidates reflect on the reasons and purposes for their instructional decisions.
+ Encourage teacher candidates to reflect on their performance, identifying both strengths and areas of needed improvement.
+ Use positive phrasing that helps teacher candidates understand what they need to work towards.
+ Build on the strengths of teacher candidates.
+ Share openly with teacher candidates regarding positive reactions you have to their performance or your level of concern.
+ Build and maintain professional, confidential relationships with teacher candidates.
+ Be flexible and let teacher candidates try new instructional approaches.
+ Help teacher candidates feel they are a part of the school staff.

Responsibilities of University Supervisors

The responsibilities listed below are those expected of University supervisors across all license programs in the College of Education and Human Development. Programs may also require other responsibilities specific to the needs of a particular content or license area.

+ Wear University identification, and present oneself to schools as professional representatives of the University.
+ Help teacher candidates, cooperating teachers, and other school personnel understand the expectations of the student teaching program.
+ Help teacher candidates, cooperating teachers, and other school personnel understand the expectations including the Minnesota Standards of Effective Practice for Teachers.
+ Ensure that both teacher candidates and cooperating teachers view the placement as appropriate to their goals and expectations.
+ Help the cooperating teacher, teacher candidate, and supervisor triad build good communication practices.
+ Make regularly scheduled supervisory visits, including pre-conferences, classroom observations, and post-conferences with teacher candidates. A minimum of three visits must be completed in 10-weeks, but programs may have more requirements.
+ Communicate on a regular basis with cooperating teachers regarding the progress of teacher candidates.
+ Understand the components and scheduling of the Teacher Performance Assessment (EdTPA). Provide reasonable reminders and prompts to teacher candidates about their progress in completing the EdTPA.
+ Be an advocate for the teacher candidate.
+ Act as a confidante for both the teacher candidate and the cooperating teacher.
+ Conduct midterm conferences with teacher candidates and their cooperating teachers, providing teacher candidates with a formative evaluation.
+ Conduct a final, three-way evaluation conference.
+ Conduct regularly scheduled seminars with teacher candidates.
+ Call case conferences when significant problems arise.
+ Write final evaluations.
+ Write letters of recommendation.

Cooperating Teachers (All – additional specifications in partner networks)

Minnesota Requirements for Cooperating Teachers

Classroom teachers who supervise student teaching experiences shall hold at least a standard license in the field and at the license level for which they mentor.

University Requirements for Cooperating Teachers

Three years teaching experience (more than 5 years preferred) and tenure status (if applicable) are required. [Please see special criteria for partner network cooperating teachers on page 17]

Responsibilities of Cooperating Teachers

Cooperating teachers and teacher candidates should plan the clinical experience to match the needs of the classroom pupils. Increasingly this involves co-teaching between the cooperating teacher and the teacher candidate until the teacher candidate takes full responsibility for teaching assigned classes with mentoring and supervision. All teacher candidates need
to understand the school’s policies, the faculty culture, and the backgrounds and strengths of the school’s students and families. We expect each teacher candidate to be a contributing member of the host school’s faculty.

Cooperating teachers play an important role in fostering productive reflection and promoting the teacher candidate’s professional learning. Co-planning and co-teaching provide opportunities for cooperating teachers to articulate the reasons for their instructional decisions and to engage the teacher candidate in discussions about instruction. By engaging in regular dialogue about a teacher candidate’s instructional practice, the impact of instruction on student learning, and the candidate’s relationships with pupils, cooperating teachers encourage teacher candidates to reflect upon, evaluate, and improve their teaching.

The responsibilities listed below are those expected of cooperating teachers across all license programs in the College of Education and Human Development. Programs may also provide guidelines to cooperating teachers that are specific to the needs of the particular content or license area.

**Orient the teacher candidate to the school**
- Culture of school and faculty
- Layout of the school facility
- Organization of school program
- School policies, handbooks, and guidelines
- Staff responsibilities
- Support services
- School schedule
- Student demographics
- Safety issues and procedures

**Orient the teacher candidate to the classroom**
- Physical arrangements
- Introduction to student demographics, characteristics, and strengths
- Norms and rules
- Routines
- Discipline guidelines
- Curricular goals and materials
- Instructional approaches
- Evaluation procedures
- Instructional support services
- First aid procedures

**Plan the candidate’s learning experiences**
- Know and implement co-teaching strategies
- Discuss long range plans for increased teaching responsibilities
- Clarify planning expectations and procedures
- Determine specific teaching responsibilities
- Schedule regular conference times with the teacher candidate
- Make arrangements for supervisory observations and feedback
- Identify additional candidate responsibilities within the school (staff meetings, professional development activities, professional duties)
- Encourage the teacher candidate to get involved in school activities (extracurricular activities, committees, field trips)

**Mentor the candidate in planning meaningful instruction for students**
- Review and provide feedback about instructional plans prior to implementation
- Mentor the teacher candidate to clarify and think through lessons and units of instruction
- Mentor the teacher candidate to avoid pitfalls of a poorly planned lesson
- Mentor the teacher candidate to reflect on goals and expectations

**Observe, provide feedback, and evaluate the candidate’s performance as a teacher**
- Observe instruction on a regular basis and provide feedback
- Meet with the teacher candidate prior to the observation to discuss the lesson
- Provide regular, informal feedback in written, oral, and/or video form
- Help the teacher candidate develop goals and strategies based on the feedback
- Understand the components of the Teacher Performance Assessment and guide the teacher candidate in planning for learning segment and videoing their teaching
- Help teacher candidates understand the Minnesota Standards of Effective Practice for Teachers and how they relate to their teaching performance
- Conduct weekly conferences in which student teaching performance is reviewed and evaluated in terms of the Standards of Effective Practice
- Prepare a written, mid-term evaluation and discuss the results with the teacher candidate and the University supervisor
- Report concerns about the performance of the
teacher candidate to University supervisors.
+ Request or attend student teaching case conferences when necessary
+ Write letters of recommendation and complete other summative evaluations as requested
+ Complete program surveys about the cooperating teacher experience as requested

Co-Teaching Student Teaching

As part of the redesign of the field and clinical experiences, the University of Minnesota is changing the relationship between the cooperating teaching and pre-service teacher by reducing the number of culminating clinical placements (student teaching) in the traditional model and increasing placements with cooperating teachers who mentor pre-service teachers using co-teaching during an expanded student teaching experience. Currently, not all student teaching placements are using a co-teaching model. This section provides some background information about co-teaching for all of our candidates, supervisors, and cooperating teachers as we are shifting more and more of our placements to a co-teaching model.

Co-teaching Model

Co-Teaching is defined as two or more teachers working together in a classroom with groups of students. In the context of pre-service (student) teaching, the classroom teacher of record and teacher candidate share the planning, organization, delivery, and assessment of instruction as well as the physical space of the classroom. In this model, the pre-service teacher is active in the classroom from the first day of the student teaching experience and engages with learners as a member of a teaching team. The teacher candidate works collaboratively with the cooperating teacher throughout the entire experience, serving as a co-teaching partner in lesson planning, assessment, and instruction. The University supervisor is actively involved with the cooperating teaching with ongoing feedback for the teacher candidate (Heck, Bacharach, and Mann, 2005).

As described earlier, as the weeks progress during co-teaching the teacher candidate has increasing responsibility for leading planning, instruction, and assessment and the cooperating teacher gradually releases lead teacher responsibilities but remains engaged as a co-teacher to assure both adults in the classroom remain focused on engaging students in learning. In this model, the cooperating teacher remains engaged as a partner in the classroom, focused on supporting and assessing the needs of the student learners with the university’s teacher candidate.

Why Co-Teach?

Research reports increased academic achievement associated with co-teaching based on a comparison of the achievement scores in reading and math of students in co-taught classrooms, students in a classroom with a single teacher, and classrooms where a non-co-teaching model of student teaching was undertaken. Results showed that students in co-taught classrooms statistically outperformed students in either of the other two settings (Bacharach, Heck, and Dahlberg, 2010).

These student achievement results have been attributed to several characteristics of the co-teaching model:
+ Increases instructional options for all students
+ Reduces student/teacher ratio
+ Addresses diversity and size of today’s classroom
+ Enhances classroom management
+ Increases student participation and engagement
+ Enhances collaboration skills of both teachers

Seven Strategies for Co-Teachers

Seven co-teaching strategies are typically used by teachers engaged in co-teaching relationships.

1. **One Teach, One Observe.** One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.

2. **One Teach, One Assist.** An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students’ with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.

3. **Station Teaching.** The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station. Often independent stations will be used along with the teacher-led stations.

4. **Parallel Teaching.** Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material
using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.

5. **Supplemental Teaching.** This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.

6. **Alternative (Differentiated) Teaching.** Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the avenue for getting there is different.

7. **Team Teaching.** Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

---

**How Do I Learn About Co-Teaching?**

Professional development is required for the co-teaching relationship. As part of the TERI Partner Network, over forty co-teaching specialists have been trained to deliver professional development at school sites and district centers each fall and spring. Teacher candidates are introduced to the co-teaching strategies on campus in classes and at special sessions offered prior to placements in PDS and CCS sites. The professional development is offered in two parts: Foundations of Co-teaching and a Pairs Workshop on Co-teaching. Each participant need only attend the Foundations workshop once. However, the Pairs workshop must be attended each time a cooperating teacher accepts a new teacher candidate for the academic year. All cooperating teachers receive CEUs for the workshop and support from the co-teaching specialists within the network, upon request. There is also an online option at www.cehd.umn.edu/TERI/Co-teaching/default.html.

---

**Minnesota Standards of Effective Practice for Teachers**

The Minnesota Standards of Effective Practice for Teachers describe what teachers in Minnesota are expected to know and be able to do before being recommended for a state teaching license. All of the teacher license programs are designed to ensure that candidates have the opportunity to learn and demonstrate these standards through completion of prerequisites, University coursework, and clinical learning experiences. All formal assessments of teacher candidates are linked to at least one standard of effective practice. We include the standards in this handbook to ensure that all teacher candidates, cooperating teachers, and university supervisors can help ensure that these standards are threaded throughout the teacher candidates’ learning experiences.

We encourage careful consideration of the CEHD Conceptual Framework mentioned earlier and repeated here, for specific commitments of our preparation programs.

The central elements include:

*Promoting inquiry, research, and reflection*

As an academic community, we embrace the “spirit of inquiry,” of seeking truth, knowledge, and information. We engage in formal “scientific inquiry” or research as a way of systematically exploring significant issues. And we consistently reflect on our experience and our role in
creating and ascribing meaning to those experiences.

**Honoring the diversity of our communities and learners**
The traditional role of a university, and one to which we are committed, is to expose students to a diversity of ideas and viewpoints. Diversity of ideas is the foundation and sustenance of a democratic society. **Honoring diversity also involves respect for the diversity of race/ethnicity, nationality, culture, language, religion, socioeconomic status, gender identity, sexual orientation, disability status and human potential.** This second aspect of diversity supports and is integral to the first; issues of diversity must be a conscious part of the dialogue.

**Fostering a commitment to lifelong learning and professional development**
Our third theme is the most comprehensive because it acknowledges and supports the central concept of human development: that **learning and growing are lifelong endeavors that enhance us personally and professionally.**

Please review the standards of effective practice through the lens of our conceptual framework.


**Standard 1: SUBJECT MATTER**
A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

+ Understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
+ Understand how students’ conceptual frameworks and misconceptions for an area of knowledge can influence the students’ learning;
+ Connect disciplinary knowledge to other subject areas and to everyday life;
+ Understand that subject matter knowledge is not a fixed body of facts but is complex and ever developing;
+ Use multiple representations and explanations of subject matter concepts to capture key ideas and link them to students’ prior understandings;
+ Use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject matter concepts;
+ Evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts;
+ Engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline;
+ Develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives; and
+ Design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.

**Standard 2: STUDENT LEARNING**
A teacher must understand how students learn and develop and must provide learning opportunities that support a student’s intellectual, social, and personal development. The teacher must:

+ Understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
+ Understand that a student’s physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
+ Understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
+ Use a student’s strengths as a basis for growth, and a student’s errors as opportunities for learning;
+ Assess both individual and group performance and design developmentally appropriate instruction that meets the student’s current needs in the cognitive, social, emotional, moral, and physical domains;
+ Link new ideas to familiar ideas; make connections to a student’s experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks;
+ Use a student’s thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking; and
+ Demonstrate knowledge and understanding of
concepts related to technology and student learning.

Standard 3: DIVERSE LEARNERS

A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

+ Understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student’s strengths as the basis for continued learning;
+ Know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;
+ Know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
+ Understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
+ Understand how a student’s learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
+ Understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
+ Understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
+ Understand cultural and community diversity; and know how to learn about and incorporate a student’s experiences, cultures, and community resources into instruction;
+ Understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;
+ Know about community and cultural norms;
+ Identify and design instruction appropriate to a student’s stages of development, learning styles, strengths, and needs;
+ Use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
+ Accommodate a student’s learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;
+ Identify when and how to access appropriate services or resources to meet exceptional learning needs;
+ Use information about students’ families, cultures, and communities as the basis for connecting instruction to students’ experiences;
+ Bring multiple perspectives to the discussion of subject matter, including attention to a student’s personal, family, and community experiences and cultural norms;
+ Develop a learning community in which individual differences are respected; and
+ Identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Standard 4: INSTRUCTIONAL STRATEGIES

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

+ Understand Minnesota’s graduation standards and how to implement them;
+ Understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
+ Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;
+ Nurture the development of student critical thinking, independent problem solving, and performance capabilities;
+ Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;
+ Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;
+ Use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
+ Monitor and adjust strategies in response to learner feedback;
+ Vary the instructional process to address the content and purposes of instruction and the needs of students;
+ Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and present varied perspectives to encourage critical thinking;
+ Use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning; and
+ Develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

Standard 5: LEARNING ENVIRONMENT

A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

+ Understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
+ Understand how social groups function and influence people, and how people influence groups;
+ Know how to create learning environments that contribute to the self-esteem of all persons and positive interpersonal relations;
+ Know how to help people work productively and cooperatively with each other in complex social settings;
+ Understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;
+ Know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
+ Understand how participation supports commitment;
+ Establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
+ Establish peer relationships to promote learning;
+ Recognize the relationship of intrinsic motivation to student lifelong growth and learning;
+ Use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
+ Design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;
+ Engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;
+ Organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
+ Maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
+ Develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
+ Analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and
+ Organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

Standard 6: COMMUNICATION

A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

+ Understand communication theory, language development, and the role of language in learning;
+ Understand how cultural and gender differences can affect communication in the classroom;
+ Understand the importance of nonverbal as well as verbal communication;
+ Know effective verbal, nonverbal, and media communication techniques;
+ Understand the power of language for fostering self-expression, identity development, and learning;
+ Use effective listening techniques;
Standard 7: PLANNING INSTRUCTION
A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

+ Understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
+ Plan instruction using contextual considerations that bridge curriculum and student experiences;
+ Plan instructional programs that accommodate individual student learning styles and performance modes;
+ Create short-range and long-range plans that are linked to student needs and performance;
+ Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;
+ Implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;
+ Evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning; and
+ Plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

Standard 8: ASSESSMENT
A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

+ Be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
+ Understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;
+ Understand the purpose of and differences between assessment and evaluation;
+ Understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;
+ Select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
+ Use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;
+ Use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;
+ Use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;
+ Implement students’ self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;
+ Evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;
+ Monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;
+ Establish and maintain student records of work and performance;
+ Responsibly communicate student progress based on
appropriate indicators to students, parents or guardians, and other colleagues; and
+ Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Standard 9, REFLECTION AND PROFESSIONAL DEVELOPMENT

A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

+ Understand the historical and philosophical foundations of education;
+ Understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
+ Understand the influences of the teacher’s behavior on student growth and learning;
+ Know major areas of research on teaching and of resources available for professional development;
+ Understand the role of reflection and self-assessment on continual learning;
+ Understand the value of critical thinking and self-directed learning;
+ Understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;
+ Use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;
+ Use professional literature, colleagues, and other resources to support development as both a student and a teacher;
+ Collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;
+ Understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500;
+ Understand the responsibility for obtaining and maintaining a license, the role of the teacher as a public employee, and the purpose and contributions of educational organizations; and
+ Understand the role of continuous development in technology knowledge and skills representative of technology applications for education.

Standard 10: COLLABORATION, ETHICS, AND RELATIONSHIPS

A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

+ Understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
+ Understand how factors in a student’s environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;
+ Understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
+ Understand the concept of addressing the needs of the whole learner;
+ Understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;
+ Understand data practices;
+ Collaborate with other professionals to improve the overall learning environment for students;
+ Collaborate in activities designed to make the entire school a productive learning environment;
+ Consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
+ Identify and use community resources to foster student learning;
+ Establish productive relationships with parents and guardians in support of student learning and well-being;
+ Understand mandatory reporting laws and rules; and
+ Understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.
Minnesota Code of Ethics for Teachers


The standards of professional conduct are as follows:

+ A teacher shall provide professional education services in a nondiscriminatory manner.
+ A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
+ In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
+ A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
+ A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
+ A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
+ A teacher shall not deliberately suppress or distort subject matter.
+ A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher’s own qualifications or to other teachers’ qualifications.
+ A teacher shall not knowingly make false or malicious statements about students or colleagues.
+ A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Teacher Candidate Assessment and Evaluation

Teacher candidates participate in a series of assessment and evaluation activities that create an overall assessment system for the University of Minnesota teacher license programs. Cooperating teacher and University Supervisors participate in some, but not all, aspects of this assessment and evaluation.

Application and Admission

Candidates entering the majority of our license programs must have demonstrated the following criteria in order to be admitted to the program.

+ Completed bachelor’s degree
+ Grade point average of 2.80 overall and 3.00 in major coursework at the time of application
+ Content area knowledge through the completion of prerequisite courses
+ Minimum of 100 hours in classroom settings
+ Additional related experiences, with preference for significant experiences with diverse populations both inside and outside of a classroom setting
+ 3 admission statements used to evaluate best fit between applicants and proposed Initial Licensure Program, ability and experiences not reflected in other admission materials, academic writing skills
Entry into Licensure Program

Candidates complete an Entry Questionnaire that provides more background information about them to the program and college. This information is primarily used by the college to adjust recruitment and admission strategies and to determine how trends in candidates’ background lead to job-seeking and job-performance over time. The candidates are not evaluated based on this questionnaire information.

Candidate Performance in the Program

All candidates will complete several common performance-based assessments while in the license program. Individual license programs may have additional assessments they use to meet specific requirements of their content area license. The following assessments are common for all candidates:

Teacher Identity Self Study. Candidates complete this self-reflective self-study in a University course titled “Schools, Cultures, and Communities.” They examine their understanding of their own educational biographies, their understanding of race, culture, language, and gender identity as they position themselves in relationship to others, and their understanding of their role as adaptive experts and teacher leaders as they learn to work in schools.

Case Studies of Learning. Candidates complete two case studies of learners, one in each of two University courses. The first case study focuses on child and adolescent development and how student learn as they engage in school activities and school routines. The second case study focuses on English learners and how language is acquired and developed. This case study serves as service learning in that the candidates is actively assisting the learning of an English learner while engaged in the study of supported language development. These case studies may be completed during practicums, student teaching, or a field experience.

Professional Rotations. Candidates complete a series of observation-based rotations across a variety of school and community locations (e.g., administrative office, school hallways, cafeteria, playground, IEP meetings, PLC meetings). The purpose of the rotations is to ensure that the candidate move outside of the classroom and begin to understand how schools function, how advocacy for students can take place, what school leadership entails, and what collaboration is required as a teacher. These rotations will be embedded across several University courses and may be completed during practicums, student teaching, or field experiences.

Dispositions for Teaching Assessment. Program faculty and University supervisors provide a formative assessment of each candidate on the Dispositions for Teaching Assessment. This assessment occurs formatively 10 to 12 weeks before the final student teaching placement, and as a final assessment near program completion. An evaluation or comment can be made on the on-line Dispositions Assessment at any time during the program so that all faculty and supervisors are in communication with one another about the candidates’ performance on these dispositional expectations.

Evaluation of Student Teaching

The student teaching experience is assessed both formatively and summatively by the University supervisor and the cooperating teacher. The most powerful form of assessment, however, is the ongoing self-assessment in which the candidates engage through mentoring discussions with the cooperating teachers and University supervisor. All assessments of practicum and student teaching are aligned with the Minnesota Standards of Effective Practice. It is critical that all candidates, University supervisors, and cooperating teachers fully understand the expectations set out in the standards in order to engage in both formative and summative evaluation of the candidates’ performance.

Mentor-supported self-assessment by the teacher candidate. To foster a commitment to life-long learning and professional development (an element of our conceptual framework), opportunities for teacher candidates to examine and direct their professional development through reflective conferencing with their cooperating teachers and University supervisors must be frequent and inquiry focused. Cooperating teachers and University supervisors are in the unique position to model and encourage reflective teaching practice. Regular opportunities for pre- and post-conferencing should be planned to engage and assist teacher candidates in reflection on their practice. Additional suggestions for cooperating teachers and University supervisors for helping teacher candidates reflect on their teaching performance include:

+ Share your own assumptions, intentions, and reactions as a teacher
+ Build trust by listening carefully, remaining non-judgmental, and maintaining a supportive position
+ Formulate questions that help the teacher candidate clarify or probe the issues or problems that she/he may experience
+ Help the teacher candidate review student work and find connections between student learning and instructional goals and practices
+ Encourage the teacher candidate to record teaching experiences, including insights, affirmations, issues, and problems
+ View the Teacher Performance Assessment video together and raise questions that require the candidate to articulate their reasoning for instructional decisions
+ Use the questions embedded in the Teacher Performance Assessment to frame questions for the candidate about their everyday teaching

Formative Observation Protocols. Formative observation assessments complement the process of reflective conferencing, and assist University supervisors, cooperating teachers, and teacher candidates in specifying areas of teaching strengths and those in need of development. The University provides an observation protocol for supervisors to use on a regular basis during regularly scheduled observation visits. Individual programs may require a different observation protocol. All protocols reflect the Minnesota Standards of Effective Practice for Teachers.

Mid-experience Evaluation of Teaching. Around the mid-point in the student teaching experience, the University supervisor, in consultation with the cooperating teacher, completes an evaluation of the teacher candidate’s current performance using the Evaluation of Student Teaching form. This evaluation is shared with the candidate and entered into the University Teacher Education Data System.

Final Evaluation of Teaching. Near the end of the student teaching experience, the University supervisor, in consultation with the cooperating teacher, completes the Evaluation of Student Teaching form. This evaluation is entered into the University Teacher Education Data System.

Student Teaching Grade Reports. Since student teaching is also considered a University course, the University supervisors submit student teaching grade reports to their respective departments.

Teacher Performance Assessment (EdTPA). The Teacher Performance Assessment (EdTPA) is a nationally available assessment of teacher candidates’ readiness to teach. The assessment focuses on the impact the teacher has on student engagement and learning. The assessment is modeled after the National Board for Professional Teaching Standards (NBPTS) performance assessment for experienced teachers and draws from research on effective teaching. More than 27 states are in various stages of implementing the EdTPA as an assessment of candidate performance. Minnesota and five other states are national leaders in the adoption and implementation of the EdTPA in teacher education.

Evidence of candidate teaching readiness is drawn from a subject-specific learning segment, three to five lessons from a unit of instruction for one class of students.

Candidates complete the following tasks in the EdTPA:
+ Planning for Instruction and Assessment. Candidates provide evidence of their ability to select, adapt, or design learning tasks and assessments that offer all students equitable access to curriculum content. Artifacts include lesson plans and assessments.
+ Engaging Students and Supporting Learning. Candidates provide evidence of their ability to engage students in meaningful learning tasks and demonstrate how they facilitate students’ developing understanding of the content. Artifacts include video of teaching and written commentary.
+ Assessment of Student Learning. Candidates demonstrate how they analyze their students’ learning and use assessment information to plan future instruction. Artifacts include classroom assessments of the whole class and cases of individual student learning over time.
+ Reflection. Candidates provide a brief reflection that synthesizes their understanding of the effect of their teaching on student learning.

National scoring of the EdTPA is conducted by an external agency for a fee that will be paid by the candidate. Candidates submit their EdTPA electronically to Pearson’s ePortfolio system. Candidates will be supported through registration and account management services, submission of the portfolio for scoring, and results reporting. Pearson’s electronic scoring management system is secure and reliable. Trained, certified scorers in the candidate’s specific subject area assess the performance on twelve five-point rubrics.

Based on the submitted evidence and the assessment results, faculty and candidates can discuss the impact of
candidates’ teaching performance on student learning and determine ways to increase effectiveness. Faculty can analyze evidence of candidate performance to guide decision making about program revision and renewal. State education agencies may use EdTPA scores for license and program approval.

**Completion of Program**

In the final period of the program, candidates receive an overall evaluation, give feedback to the university on their learning experiences, and plan for career as a licensed teacher.

**Recommendation for License.** The University Licensure Officer reviews each candidate’s completion of all state and University requirements before filing the appropriate paperwork with the state to recommend a candidate for a state teaching license.

**Letters of Recommendation.** The candidate may request letters of recommendation from their cooperating teacher and University supervisor. It is at the discretion of the cooperating teacher and University supervisor as to whether to agree to write a letter on behalf of a teacher candidate.

**Exit Survey.** Each candidate completes the Exit Survey prior to leaving the University. This survey provides an opportunity for the candidate to give feedback on their programmatic experiences including program coherence, effectiveness of the supervisor and cooperating teacher mentoring, and experience with faculty. It is essential that the candidate provide contact information for the University to be able to reach them so that they will benefit from ongoing support services that the University will provide for its graduates. The candidate is not evaluated based on their responses to this survey.

**Transitioning to a Teaching Career**

The University follows up with our candidates in two ways after they have completed the initial licensure program.

**Transition to Teaching Survey.** Near the end of the first year of teaching, former candidates will receive the Transition to Teaching Survey electronically. This survey asks the teacher to provide information about how well they were prepared to successfully teach in their first year. Even if the former teacher candidate is not engaged in a teaching career, the survey includes sections on the candidates’ job-seeking efforts that will help the University program adjust and refine its practices to better serve its future students.

**School Supervisor (Employer) Survey.** Near the end of the first year of teaching, the school-based supervisors (frequently, the school principal) of our former candidates will receive a Supervisor Survey. This survey asks them to provide an evaluation of the performance of our former candidates during their first year of teaching. This survey information will be used by the University programs to better meet the needs of students in schools in areas where our graduate’s performance is assessed as needing improvement.

---

**Clinical Experience Policies and Procedures**

**Assignments and Consent to Work with Student Data**

Candidates in early field experiences, practicums, and student teaching have assignments that may intrude on the privacy of P-12 students and their families. These assignments include observations of student behavior in classrooms and in other school environments, case studies of learning for individual students, video and audio recording of the candidate’s teaching, interviews with students, family members, and staff, and reviews of academic records including Individual Education Plans. In every case it is the candidate’s responsibility to review the assignment with their host teacher, to ascertain who else must be informed about the assignment, and to ensure that appropriate consent has been collected. The
candidate is responsible to follow all district and university policies regarding informed consent and data management. Candidates will have access to standard consent templates, prepared by the university, to use in situations when university forms are preferable to district forms and processes.

Absences from Student Teaching

When teacher candidates cannot attend school because of illness or other extenuating circumstances, they should notify their school office, the cooperating teacher, and the University supervisor immediately.

Teacher candidates who miss more than three days of student teaching during a term must discuss with their University supervisor a plan to extend student teaching in order to compensate for lost time. An additional registration may be required.

Use of Teacher Candidates as Substitutes

Teacher candidates are not to be used as substitutes for the regular teacher who is absent from school. If the cooperating teacher cannot be in attendance, it is the responsibility of the school district to find a qualified substitute. The teacher candidate may continue to teach under the guidance of a qualified substitute on a short-term basis.

Cooperating teachers should not leave teacher candidates for long periods of time during a school day, thus, in effect, having them serve as substitutes. While the cooperating teacher may be away from the classroom for short periods of time, this should not occur until a judgment is made by the cooperating teacher that the teacher candidate is capable of handling the class and is adequately prepared for major contingencies which might arise during the time of absence.

Withdrawal or Removal of a Teacher Candidate from a Placement

If a teacher candidate withdraws or is removed from a clinical placement by CEHD, the University coordinator of clinical learning or the program field placement coordinator will contact the cooperating teacher and the school principal to inform them of the withdrawal or removal.

The cooperating teacher and/or the University supervisor may be called upon to discuss reasons for the withdrawal or removal with the teacher candidate and make certain that the teacher candidate has evaluated the appropriateness of his/her decision, or understands the consequences of removal. On the occasion when a teacher candidate withdraws, it may be beneficial for the candidate to have an opportunity to reflect on the experience to bring closure. In the case of removal, the cooperating teacher may be called upon to assist in documenting reasons for the removal and/or provide specific information for a case conference. The cooperating teacher and/or the University supervisor may also be called on to help determine if a student teaching case conference should be called (see below for description of case conferences).

Case Conferences

A case conference is intended to assist the professional development of the CEHD student. Those who participate and make decisions or recommendations in a case conference must consider the career development interests and needs of the student, the professional standards expected by the college, and, where appropriate, the standards expected by the profession and the state. In this respect, a student case conference represents both counseling and administrative functions. In addition to meeting administrative and counseling functions, the case conference is considered the final step in an informal grievance under the CEHD grievance policy. This policy addresses students who are seeking an initial or additional teaching license.

Purposes of Case Conferences

Case conferences are called for the purpose of making a decision about: 1) admission of a candidate to a student teaching experience, internship, practicum or other field experience (hereafter referred to as a field experience), 2) removal or withdrawal of a candidate from a field experience, 3) reassignment of a candidate to a new field experience site, or 4) establish appropriate developmental activities for success of the candidate in the field experience. They are also called for the purpose of making a recommendation to 5) remove a candidate from a college program leading to a certificate, license, or degree.

A case conference is not required when a candidate is suspended for poor academic performance, or is deactivated for failing to enroll in courses over a period of time. The case conference does not replace the University’s student judicial process that deals with inappropriate student conduct. The members of the case conference could choose to forward a case to the Office of Student Conduct and Academic Integrity if there is just cause.

Case Conference Committee Membership
A case conference committee includes the candidate, the Clinical Learning Coordinator (or designee), often a representative from student services, faculty members from the candidate’s major department or teacher preparation department, and, when appropriate, the cooperating teacher or a representative from the school. With approval of the Coordinator of Clinical Learning, other persons may be added to the committee as is appropriate to each situation.

**Requesting a Case Conference**
Before removing a candidate from a college program leading to a certificate, license or degree, a case conference must be called. In other instances, case conferences are optional.

+ The coordinator of clinical learning, at his/her discretion, may call a case conference for purposes 1), 2), 3), and 4) as stated above, and must call a case conference for purpose 5).
+ A program area coordinator, at his/her discretion, may ask the coordinator of clinical learning to call a case conference for purposes 1), 2), 3), and 4) as stated above, and must ask the coordinator to call a case conference for purpose 5).
+ The University supervisor or cooperating site supervisor, at his/her discretion, may request that the Coordinator of Clinical Learning call a case conference for purposes 2), 3), or 4) as stated above. The University supervisor or cooperating site supervisor, must ask the Coordinator to call a case conference for purpose 5).
+ A candidate may make a request that a case conference be called if she/he is not in agreement with a decision regarding 1) admission to student field experience, 2) removal from a field experience placement, 3) reassignment to a field experience placement, or 4) to discuss concerns about her/his progress in the field experience, or concerns with the placement.

In some circumstances, it may be necessary to remove a candidate from a field experience placement without calling a case conference, e.g., if the cooperating teacher or building administrator requests immediate removal or if the University supervisor judges that the candidate’s performance is extremely detrimental to any parties concerned. In such a case the candidate or site supervisor may still call a case conference to seek an appropriate resolution to the situation.

**Board of Teaching external authority for resolving disputes**
From MN Statue 122A.09, subp. 4(c.

www.revisor.mn.gov/statutes/?id=122A.09

The board (of teaching), upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution’s recommendation for licensure affecting the person or the person’s credentials.

**Liability Coverage During Student Teaching**
The Regents of the University of Minnesota Liability Program covers practicum and student teaching experiences as follows:

Included under the Schedule of Persons Insured are education students of the University while engaged in student teaching activities within the scope of their assigned duties as a teacher candidate. Coverage shall be in excess of any other valid or collectible insurance.

Teacher candidates placed in school districts that provide liability for their teachers also receive the same coverage. Under state law, teacher candidates who have completed not less than two years of an approved teacher education program and who are placed under the supervision of a fully qualified teacher are deemed employees of the school district in which they are rendering services for the purposes of worker’s compensation; liability insurance, if provided for other district employees; and legal assistance. Thus, if a district provides liability insurance for teachers, teacher candidates placed in that district are also covered.

Teacher candidates can also receive liability coverage during student teaching by becoming a student member of Education Minnesota. Students interested in this coverage can get more information from Education Minnesota at 651-227-9541 or 1-800-652-9073.

**Teacher Strikes**
If a teacher candidate is placed in a school district in which there is a teacher strike or an impending teacher strike, the cooperating teacher should notify the University supervisor as soon as possible. The University supervisor will contact the program coordinator to discuss procedures for the teacher candidate to follow. This should be done early enough so that the teacher candidate can be adequately informed. The following guidelines, adopted by CEHD, will be followed in the event of a teacher strike:
At all times CEHD will avoid taking sides or otherwise becoming involved in the labor dispute.

University faculty and supervisors should advise teacher candidates not to cross teacher picket lines.

Teacher candidates will be contacted by their University supervisor or program coordinator for instructions as to how they may complete their program requirements.

In the event of a strike that occurs early in the semester, teacher candidates will return to the University and participate in activities developed by their respective programs.

CEHD will honor its contract with individual cooperating teachers and school districts. Likewise, CEHD will work with individuals and districts to develop alternative means for the fulfillment of their obligations to the college and its teacher candidates.

Full-time Student Teaching

In a full-time experience, the teacher candidate is assigned to the cooperating teacher for four hours or more for five days each week; or an equivalent number of hours but less than five days during the week. Cooperating teachers of full-time teacher candidates will receive $20 per week.

Part-time Student Teaching

In a part-time experience, the teacher candidate is assigned to the cooperating teacher for one, two, or three hours per school day five days a week; or for an equivalent number of hours per week but less than five days during the week; or for a part-day assignment during a five-week summer session. Cooperating teachers of part-time teacher candidates will receive $10 per week.

No extra compensation is paid for training, conferences, or other activities demanding the time of the cooperating teacher in carrying out his or her obligations as a cooperating teacher.

Payment of honoraria occurs at or near the end of each University term. The issuance of payments to the school districts or to individual cooperating teachers is dependent upon the policies of each school district.

Payment of Honoraria to Cooperating Teachers

Payment of honoraria to cooperating teachers is based on an agreement between each school district, CEHD, and the University of Minnesota Board of Regents.

Co-teaching Resources

References


MN Administrative Rules and Statutes


Qualifications of professional education faculty www.revisor.mn.gov/rules/?id=8700.7600

Defining minimum expectations for student teaching placements
Licensing and Finishing the Master of Education Degree

The teaching license and the Master of Education (M.Ed.) degree are two separate outcomes of the M.Ed./Initial Licensure program, and there are two separate completion processes for each. License requirements are set by the state of Minnesota and students must comply with the standards in place at the time of their license application.

Obtaining Your License

The license is conferred by the State of Minnesota with the University of Minnesota (through the College of Education and Human Development) providing a recommendation. If you are in a M.Ed./Initial Licensure Program you will be applying for an initial license through the state, even if you hold a Minnesota substitute and/or restricted license.

Before applying for your license be sure to:

- Attend a Professional Practice Seminar (offered each semester)
- Sign up for fingerprinting (sessions are hosted for license students each spring, or you can have them done through the U of MN police department)
- Pass all remaining Minnesota Teacher Licensure Examinations (MTLE)
- If required by your teaching area, obtain standard First Aid and CPR certifications
- Check your APAS report to ensure you have completed all license requirements and your grades have been (or soon will be) posted

Once you have completed the checklist items above, follow these steps to apply for your Minnesota teaching license:

- Complete the teaching license application online through the MN Department of Education: education.state.mn.us/MDE/EdExc/Licen/index.html
- Complete your teaching license application folder (handed out at the Professional Practice seminar or obtained from the CEHD Student Services office)
- Return your completed teaching license folder to 275 Peik Hall.

After completing all the above listed steps in applying for a license, you will receive a letter from the Educator Development and Research Center confirming that you have been recommended to the MN Department of Education (MDE) for a license in your teaching area. In addition, you will receive a verification letter which you can provide to hiring officials. Your license will be mailed to you by the MDE within 6-8 weeks.

Students applying for a license outside of Minnesota will need to contact that state’s licensing office to request a verification form. Submit the verification form to:

License Officer
275 Peik Hall
159 Pillsbury Dr SE
Minneapolis, MN 55455

Allow at least 10 business days for out of state verifications to be completed. We strongly recommend obtaining a Minnesota license, even if you plan to teach
out of state. It is typically easier to transfer a fully issued license than it is to transfer program completion information. Licensing information is also available on the CEHD website: www.cehd.umn.edu/current/graduate/advising/licensing/default.html

Highly Qualified Designation

Students completing license requirements through the University of Minnesota earn the “Highly Qualified” teacher designation as outlined by state and federal guidelines: education.state.mn.us/MDE/EdExc/Licen/HighQualTeach/

Completing Your M.Ed. Degree

The M.Ed. degree is conferred by the University of Minnesota and is independent of the license. Requirements for the degree may be slightly different than the requirements for the license; however, our teacher education programs include a curriculum that allows you to pursue both concurrently.

Credit Requirements. All M.Ed. students must complete at least 30 graduate-level semester credits to qualify for the degree; some programs may require more than 30 credits. Graduate credits at the University of Minnesota are designated as 5xxx level or above. A limited number of 4xxx-level courses may be applied to M.Ed. programs; however, this is not common.

GPA Requirements. Students must maintain a 2.80 grade point average (GPA) and all coursework must be graded C- or above in their M.Ed. program. All GPA requirements for student teaching, internships, and graduation are computed using University of Minnesota-Twin Cities coursework only.

Transfer Coursework/Shared Credit. Policies about prior coursework vary by program. Undergraduate-level credits may not be applied toward the M.Ed. degree; however, undergraduate credits may be applied to the license requirements. This policy applies to any courses completed as part of a B.A. or B.S. program, or coursework designated as undergraduate level by the institution (e.g., 1xxx- to 4xxx-level coursework).

With adviser approval, students may apply graduate-level coursework completed at an accredited institution other than the University of Minnesota toward their M.Ed. program.

Students in the M.Ed. program who have taken coursework toward a different graduate degree (e.g., M.A., M.S., and Ph.D.) may apply, with approval, up to 10 graduate credits from the other degree program toward the M.Ed. degree.

Applying for Graduation

Students seeking to graduate from their M.Ed. program must complete the following steps:

- Complete all program requirements
- Fill out the Graduate Degree Plan and submit to your faculty adviser and/or your M.Ed. adviser for signature (note: not all programs need a faculty signature) and submit to your faculty adviser or M.Ed. adviser
- Fill out the Application for Degree form and submit to your faculty adviser or M.Ed. adviser

Forms are located on the CEHD website (www.cehd.umn.edu/current/graduate/advising/forms/programs/default.html) and must be submitted no later than the first business day of the month you intend to graduate. It’s recommended that they be submitted approximately 1-2 months prior to the completion of your classes to ensure ample time for processing. After final grades are posted to the transcript, the Graduate Operations staff review records, verify successful completion of program requirements, and clear degrees for graduation. If there are any outstanding requirements, the staff will notify you via email. It typically takes 4-6 weeks for your degree to be posted to your transcript once it’s been cleared.

M.Ed. Award of Recognition Scholarship

Students who have completed the initial license portion of their program within the past five years and are in the process of completing coursework needed for the M.Ed. degree are eligible to apply for this scholarship.

For more information, visit: www.cehd.umn.edu/current/scholarships/MED.html

Commencement Ceremony

CEHD hosts a commencement ceremony each spring semester. The ceremony is traditionally held in mid-May; invitations are emailed to students in March. M.Ed. graduates who have completed degree requirements within the last year (any time after the last ceremony) are welcome to participate.

Career Services

CEHD Career Services, located in 360 Education Sciences Building, is focused on engaging teacher candidates in all aspects of their career development and job search. They provide:
Teacher specific resources, at www.cehd.umn.edu/career/teacher, which includes the teacher job search timeline, sample resumes and interview questions, job outlook data, and success stories from past students.

+ A periodic ILP career newsletter, sent directly to you, filling you in on the most up-to-date education related opportunities and events.

+ Access to GOLDPASS, which is the U of M’s job posting site, at goldpass.umn.edu, to find teaching position and sign up for career events.

+ Tailored Career Events such as the MN Education Job Fair which puts you face to face with future employers.

+ One-on-One Appointments with a career counselor can be made by calling 612-625-3339 or online at cehdcareer.appointments.umn.edu.

Plus, as an Alumni, you will continue to have access to all Career Services benefits for up to two years after graduation.

Alumni

CEHD Alumni Relations

After graduation, there are numerous ways to stay connected as alum. The University of Minnesota Alumni Association (www.minnesotaalumni.org) provides a complimentary one-year membership to all graduates, offering a variety of benefits. You can stay connected to CEHD by attending social, academic, and career events, volunteering your expertise, and keeping us informed about your updates and accomplishments (www.cehd.umn.edu/alumni). The CEHD Alumni and Student Networking Group on LinkedIn (z.umn.edu/36h) is rapidly growing and is the perfect place to connect professionally with other alumni. You can also keep updated through Twitter (z.umn.edu/3cz) and Facebook (z.umn.edu/3cy).

University and Other Resource

Campus Resources

Campus Escort Service: www.umn.edu/police/escort.html, 612-624-WALK (9255)

Offered through the University Police Department, this is a free, 24-hours-a-day walking service for students, staff, faculty, and visitors. Escorts are provided throughout the East Bank, West Bank, St. Paul campus, and surrounding areas.

One Stop Student Services: onestop.umn.edu
East Bank – 333 Science Teaching & Student Services
West Bank – 130 West Bank Skyway
St. Paul – 130 Coffey Hall
onestop@umn.edu, 612-624-1111

Services provided include registration and registration changes, record maintenance, enrollment certification, transcripts, graduation information, and financial aid information (scholarships, grants, work-study, financial aid applications, financial counseling).

U Card Office: www.umn.edu/ucard/umtc/home.html
G-22 Coffman Memorial Union
612-626-9900

U Card is the official University photo ID which is used to access the libraries and other on campus facilities. You can also store up to $1000 in Gopher GOLD value on the card.

Childcare

Community Child Care, Commonwealth Terrace Cooperative: www.sphc.umn.edu/childcare.html
651-645-8958

The Community Child Care Center at 1250 Fifield Avenue in the Commonwealth Terrace Student Family Housing Cooperative near the St. Paul Campus, offers flexible scheduling for children ages 16 months to 5 years, from 7:15 a.m. to 6:00 p.m. They’re licensed for 35 children; sliding fees for students; parent cooperative; breakfast, lunch and snacks provided; extensive waiting list.
Como Early Learning Center: www.comoelc.com
612-331-8340
Como Early Learning Center (CELC) is a non-profit childcare center founded in 1975 by University of Minnesota students from Como Student Community Cooperative, a student family housing complex near the University. CELC is licensed to offer childcare services for children ages 16 months to 6 years. It was founded to provide childcare services to the University of Minnesota community. To this day, CELC primarily serves University families, but also offers services to the surrounding community.

MN Childcare Resource & Referral Network:
www.mncare.org
651-665-0150
The Minnesota Child Care Resource & Referral Network helps families find child care and understand their care options, supports child care providers through grants and education, and informs the community on the importance of child care.

Nursing Mother's Lactation Rooms:
http://z.umn.edu/lactationrooms
Space/rooms available to mothers who are breastfeeding and need to pump during their time on campus. Each facility set up is different – visit the website for descriptions.

Shirley G. Moore Lab School:
www.cehd.umn.edu/ICD/LabSchool/default.asp
612-624-5593
The Shirley G. Moore Laboratory School, is located in the Institute of Child Development on the East Bank Campus, and offers morning and afternoon programs for children between the ages of 2 and 5 years, 2-5 days a week. They are licensed for 100 children. They accept children with special needs whenever that is feasible for the child and the school.

U of M Child Development Center (CEHD):
www.cehd.umn.edu/ChildDevelopmentCenter
612-627-4014
The University of Minnesota Child Care Center, located a few blocks north of the East Bank Campus (1600 Rollins Avenue S.E.), provides full-time and limited part-time care for infant, toddler, and preschool children of University-affiliated parents. It is accredited by the National Academy of Early Childhood Programs and licensed by the State of Minnesota. Full-time child care is provided Monday through Friday from 7:15 a.m. to 6:00 p.m. for children ages 3 months to pre-kindergarten.

International Student Support

International Student and Scholar Services:
www.isss.umn.edu
isss@umn.edu, 612-626-7100
Provides academic counseling, and assists international students with developing the skills necessary to succeed in the U.S. educational system. Provides visa and immigration related services.

Second Language Studies:
sls.umn.edu
slsinfo@umn.edu, 612-626-4802
A principal goal of the Program in Second Language Studies is to prepare effective, knowledgeable language teaching professionals. While our primary focus is on English as a second or foreign language (ESL), we also pay attention to other languages as well. Through our research, degree programs, and courses - as well as our outreach to the University and communities outside the University - faculty and students investigate the interrelated areas of second language (L2) teaching, learning, use, and analysis.

Licensing

Minnesota Department of Education:
education.state.mn.us/mde/index.html
Licensing:
education.state.mn.us/MDE/EdExc/Licen/index.html
mde.educator-licensing@state.mn.us, 651-582-8691

Mental Health & Wellbeing

Go to http://mentalhealth.umn.edu for an current list of resources and programs.

Student Groups

Black Graduate & Professional Students Association:
www.tc.umn.edu/~bgapsa
bgapsa@umn.edu
The mission of BGAPSA is to support graduate and professional students of African descent in their quest to graduation by building a community where they can share their successes and concerns, participate in social events and educational experiences, and engage in the broader community through service.

Council of Graduate Students (COGS):
www.cogs.umn.edu
cogs@umn.edu
COGS is the governing body for all graduate students at the University of Minnesota, representing around 10,000 grad students to the University administration and
advocating on their behalf. We also provide such services as: competitive travel awards, workshops and social events.

**Graduate & Professional Student Assembly:**
www.gapsa.umn.edu
gapsa@umn.edu, 612-625-2982

GAPSA’s purpose is to advocate for, represent and inform Graduate and Professional Students at the University of Minnesota. They have several grants available to graduate and professional students, including: Academic Initiative Grants, Social Event Grants, Travel Grants, and Small Grants. They also represent students at the legislature and here at the University. Their website offers many links to resources for graduate students including housing, childcare, and local events. Visit the lounge in room 234 Coffman Union to relax and unwind!

**GradSEHD:** www.tc.umn.edu/~gradsehd

This student group helps improve the quality of students’ academic, professional, social, and personal development while studying at CEHD; acts as liaison between the students and the faculty/Administration within CEHD; advocates the incorporation of student views and opinions in the formulation of policies and procedures governing CEHD and University of Minnesota; and promotes and funds student-initiated academic, professional, personal development and social programs.

**Minnesota International Center:**
www.micglobe.org
mic@umn.edu, 612-625-4421

Provides rich and varied opportunities for individuals from Minnesota and around the world to serve as citizen diplomats and gain a deeper understanding of their place in the world community.

**Support Services**

**Counseling & Consulting Services:** uccs.umn.edu
612-624-3323

University Counseling & Consulting Services (UCCS) offers comprehensive, accessible, flexibly-delivered counseling, consultation, instruction, and testing services within the University and to the Minnesota educational community.

**Disability Services:** ds.umn.edu
ds@umn.edu, 612-626-1333 (V/TTY)

Works to ensure access to University employment, courses, programs, facilities, services, and activities for faculty, students, and staff with disabilities.

**Gay, Lesbian, Bisexual, Transgender, Ally Programs Office:**
www.glbta.umn.edu

The Gay, Lesbian, Bisexual, Transgender, Ally (GLBTA) Programs Office is dedicated to improving campus climate for all University of Minnesota students, staff, faculty, alumni, and visitors by developing and supporting more inclusive understandings of gender and sexuality. Information, referral, education, and consultant services available.

**Student Academic Success Services:** www.sass.umn.edu
612-624-3323

SASS was created to promote academic success at the University of Minnesota. While tutoring and advising are not offered, staff work with students in other balance and skill development areas that impact performance: Active Learning, Self Awareness, Study Skills, Life Balance, and Campus Engagement.

**Student Conflict Resolution Center:** www.sos.umn.edu
sos@umn.edu, 612-624-SCRC (7272)

Documents the internal process to review and resolve complaints brought by students regarding the University’s provision of education and academic services affecting their role as students.

**Student Emergency Loan Fund:** www.umn.edu/self/

120-day loans for U of M students who meet eligibility requirements.

**Student Writing Center:** writing.umn.edu/sws/index.htm

Student Writing Support provides free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, we help students develop productive writing habits and revision strategies.

**University Student Legal Services:** www.umn.edu/usls
usls@umn.edu, 612-624-1001

USLS provides legal representation and legal advice to eligible (fee paying) students on the Twin Cities campus. USLS operates as a department of the Office for Student Affairs and the staff members are professionals experienced in the areas of law important to students and sensitive to the special needs of student clients.

**Women’s Center:** www.umn.edu/women
women@umn.edu, 612-625-9837

A unit of the Office for Equity and Diversity, the Women’s
Center increases connections for women’s success, cultivating socially responsible leaders, and advocating for organizational culture change toward excellence for all.

**Technology Support**

**iPad Checkout**
cehdinfo@umn.edu, 612-625-3339

iPads are available for student’s to check out in 2-week increments. There are a limited amount of units, so plan ahead if you need to reserve one.

**Troubleshooting/Assistance:** www.oit.umn.edu
101 Coffman Memorial Union
50 Coffey Hall (St. Paul Campus)
612-301-HELP (4357)

Provides help and assistance with email, the Internet, and common campus technology issues.

**University Technology Training Center:**
uttc.umn.edu/training/index.jsp
uttc@umn.edu, 612-625-1300

The University Technology Training Center (UTTC) mission is to provide the University community with up-to-date technology training, efficient, economical learning through short, non-credit courses, and knowledgeable, qualified instructors in a supportive learning environment.

**Testing & Transcripts**

**MTLE Study Guide & Sample Tests:**
www.mtle.nesinc.com/Home.aspx

Each official MTLE practice test is designed to simulate the experience of taking an MTLE test. The interactive study guides feature sample questions with correct response rationales, annotated test frameworks, a score report interpretation guide, and other helpful study tools. Available for Basic Skills, Early Childhood Education, and Elementary Education.

**XAMonline:** www.xamonline.com

In addition to a thorough review, the XAMonline guides include practice tests with up to 125 questions to prepare you for the actual exam. The practice tests include full answer rationales as well as skill reference and rigor for each question.

**Grad School Test Prep:** cce.umn.edu/grad-school-test-prep
ccinfo@umn.edu
612-624-4000

Offers prep courses for the GRE, GMAT, LSAT, PCAT, or TOEFL. The courses help you determine your readiness for the actual exam and pinpoint those areas on which you should focus your study.

**Transcript Evaluation:** If you completed coursework at a university outside of the United States, your transcripts must be evaluated by a professional credential evaluation center by requesting a “course-by-course” evaluation. This process can take 4-6 weeks. You may choose any member of the National Association of Credential Evaluation Services to do the review: www.naces.org/.
IN A FIRST-GRADE CLASSROOM at Earle Brown Elementary School in Brooklyn Center, Minnesota, Michelle Hauser and Caitlin Halsey have finished up an early-morning prep. Their 23 students begin to wander in, stowing little backpacks, scanning an assortment of rocks spread over the countertop, and checking the leprechaun traps in the back of the room.

With St. Patrick’s Day coming up, the class is on a campaign to catch the culprit sure to mess up the room over the holiday. Four students have finished and brought their homemade traps. One contains a lure of enticing green paper. “Free money!” says another. But so far none has captured the leprechaun.

Hauser and Halsey have reviewed the day’s lesson plan: after breakfast, they will resume work on the Earth materials unit, which started yesterday. Then writing. Then reading before lunch. They know who will do what for the next few hours, and they know how to adapt when things don’t go as planned.

Hauser walks around the room, checking in with the kids as they get organized. Halsey sits at a table where kids come to her with questions.

While Hauser leads the unit on properties of rocks, tallying sizes, colors, shapes, and textures in lists on the board, Halsey keeps working on the periphery of the classroom with individual students.

A half hour later, Halsey takes the lead with the group, reviewing the writing assignment. Each student is making a simple instruction book to tell someone else how to make a leprechaun trap like theirs. Hauser puts away rock-unit materials and gets ready for reading.

The morning proceeds seamlessly as the students group and regroup, with Hauser and Halsey teaching side by side, moving through subjects, exercises, and activities uninterrupted. They advance at a clip that still never seems rushed.

Upstairs, in a fifth-grade classroom, the scene is similar. Teachers Mike Zwick and Liz Kurkowski have assigned their 29 students into four groups to read through four different plays. “Objective: Read your part with expression,” are the instructions on the board.
Each student holds a black and yellow booklet. Their voices rise and fall dramatically.

“Use a voice level 1 or a soft 2!” Zwick reminds them.

Zwick is sitting with one group, Kurkowski with another, while the other two groups read on their own. The teachers offer tips and feedback, ask and answer questions. After 10 minutes, they switch to the groups reading on their own.

In 20 minutes, every student has received individual attention.

A dynamic shift
A visitor to either classroom would not readily guess which of the two teachers in each pair is a resident Earle Brown staff member and which is a University of Minnesota student. Five days a week, all day, they are co-teachers.

“If you asked any kid in here, we are completely equal in this room,” says Michelle Hauser, a 13-year veteran teacher in her third year at Earle Brown. “And that’s the way it should be. Sometimes in the beginning they tried to do the mom-dad thing, ask her and then me to see if they could get a different answer, but we communicate, we’re on the same page.”

Co-teaching is one of the most dynamic shifts in how the University is preparing new teachers to work in schools. This year for the first time, ten weeks of slowly phasing into solo student teaching has been replaced by an entire year of co-teaching with an experienced teacher.

“I could not imagine being ready after that first semester, when a normal student-teaching semester would end,” says Halsey. “And I’m not just an assistant. I’m actually in front of the kids every day, doing some kind of teaching and management. Michelle is constantly giving me feedback, or we’re working off of each other.”

Liz Kurkowski is excited to be learning all the little things that could throw a first-year teacher for a loop, from classroom routines to picture day and fire drills. She’s also getting to see the students develop over the course of a year.

“This allows me to understand my philosophy of teaching a lot better,” says Kurkowski. “You can see how you change as a teacher based on what your students need. I’m a lot quicker to adapt now. I make plans but I don’t feel as tied down to a plan or ideas because I can react to what the students need. I know them because I’ve been working with them a whole year.”

Teacher candidates are also supervised by a faculty member. During the first half of the year, every two weeks of co-teaching alternated with two weeks in U classrooms learning methods of teaching specific content areas.

Halsey and Kurkowski agree the year has been hard but are glad they didn’t have to do it alone.

“That’s a nice part about it,” Hauser observes, reflecting on her own start 13 years ago. “It’s not just sink or swim.”

Decision to redesign
Teacher preparation and licensure have been part of the University’s curriculum for more than a century. Since 1990, U students have prepared for K–12 teaching careers with a baccalaureate plus 15- to 18-month post-bacc program leading to licensure and a master’s degree. But in 2008, the College of Education and Human Development began conversations to address grave challenges facing educators nationwide.

Demographics, families, and schools had changed. Problems in education, including teacher retention, were part of the national conversation. Minnesota’s achievement gap between white and non-white students was among the largest in the nation.

In 2009, after months of careful consultation, the University of Minnesota became one of 14 institutions in Minnesota, North Dakota, and South Dakota to begin a collaborative transformation of teacher preparation with funding from the Bush Foundation. The University’s Teacher Education Redesign Initiative (TERI) identified seven essentials: a focus on student learning, adaptive teaching, diversifying the teaching workforce, enhanced clinical experiences, stronger curriculum, improved teacher support, and measuring effectiveness.

TERI immediately began to identify partner school districts. The 2010-11 academic year was one of detailed...
planning, engaging teachers and leadership from all the partners. K–6 preparation would be developed first.

In fall 2011, co-teaching began. This year, the University’s 90 students preparing for K–6 licensure co-taught at a total of 25 schools in nine districts.

To track TERI’s success, the program is collecting a lot of data from the teacher candidates: an exit survey, another survey at the end of their first year of teaching, a survey from their first-year employer, and—three years out—value-added data based on student achievement scores on tests.

“This is part of the beauty of a ten-year investment in this work,” says TERI director Misty Sato, associate professor of curriculum and instruction. “We can track these candidates from preparation into their early career of teaching.”

Seeking to close the achievement gap
As important as TERI results will prove to be for future teachers, student achievement gains are what everyone is working for. Many participating schools are engaged in more than one intervention, and TERI participants are happy to contribute. Data from test scores and other assessments won’t be available for months, but the co-teachers are hopeful.

For grades K–3, Earle Brown recently received a literacy grant from the McKnight Foundation to increase the percentage of students reading by third grade. Hauser, whose passion is teaching kids not only to read but to love it, is excited. After spring break, she and Halsey would have three months to make an even bigger difference with their first-graders.

“This is a huge benefit of co-teaching,” says Hauser. “One of us will do the core reading instruction while the other pulls students to work in small groups. There’s no way I could manage this entire class and get struggling kids where they need to be.”

“It’s the best part of the program—not only the benefits for me but for the kids,” Halsey says. “We have students reading at levels from kindergarten to third grade. They need that attention, that differentiation.”

“We’re seeing a difference in the kids,” says Hauser. “I can’t imagine preparing teachers the old way anymore.”

In Zwick and Kurkowski’s fifth-grade classroom, one of them often leads while the other works at the back table with students who have questions.

“Students get more interaction with the teacher,” says Zwick. “As the lesson is going on, the kids feel comfortable enough where, if they’re having trouble with a concept, they’ll just slide their chair back and work with whoever is here. When they get it, they’re free to slide back and join the rest of the lesson.”

Co-teaching allows the teachers to be more creative and flexible, he and Kurkowski agree.

“And you can go faster,” Kurkowski adds. “You’re able to move on when you need to because you’re addressing students’ needs more individually.”

Aligning partnerships
The McKnight Foundation awarded Earle Brown a $3 million grant to focus on preK–6 literacy, based on a collaborative proposal process led by principal Randy Koch. The initiative will draw on the strengths and expertise of three CEHD centers (MCRR, EDRC, and CEED) and the U of Chicago’s Urban Education Institute. By integrating co-teaching, literacy research, early childhood research, and focused assessments, working side by side with Earle Brown faculty, all will contribute to meeting the school’s literacy goals.
Partners at the forefront

To participate in TERI, official partner schools agree to reserve their co-teaching spots for University of Minnesota students. At Earle Brown Elementary, the commitment grew out of a literacy effort.

“Through the research during our time as a Reading First School, we found the impact that small-group instruction had on student performance,” says principal Randy Koch, M.Ed. ’89. To incorporate quality small-group instruction in the classroom, Earle Brown first partnered with the U to bring fifth-year education students into classrooms during literacy blocks three times a week.

This year, in addition to 15 TERI co-teachers, more than 30 University students—undergraduates in practicum and others working on specialist licensures—have spent time at Earle Brown.

“When you walk down the halls here, you see a lot of maroon and gold,” Koch says, referring to the lanyards and IDs. “That’s because our teachers have had great success working with students from the University of Minnesota.”

Other TERI partner-school leaders echo Koch’s observations.

“The biggest motivation for our school’s involvement was our teachers,” says Stacey Kadrmas, principal at Frost Lake Magnet School in St. Paul, where several teachers expressed interest. Kadrmas believes the best possible people to inform universities and colleges about how to prepare teachers are those currently working in classrooms with students. TERI is informing and empowering current teachers about expectations and program requirements for pre-service teachers.

Columbia Heights was motivated to provide teaching candidates the chance to work with students from diverse backgrounds and exceptionalities, according to Highland Elementary principal Michele DeWitt. Vadnais Heights Elementary principal Sara Svir reports that her staff was excited about working with the U to access professors with expertise on specific topics, including literacy and science. And Peter Hodne of Edina praises the high quality of preparedness the U students bring.

At Pillsbury Elementary School in Minneapolis, principal Laura Cavender praises U students for their expertise and engagement.

“The students from the U are top-notch,” says Cavender. “I’d like to hire all of them!”

—GAYLA MARTY

TERI school partnerships

- Brooklyn Center Schools (2)
- Burnsville-Eagan-Savage Public Schools (2)
- Columbia Heights Public Schools (4)
- Edina Public Schools (1)
- East Metro Integration District (2)
- Forest Lake Area Schools (2)
- Minneapolis Public Schools (10)
- Saint Paul Public Schools (6)
- White Bear Lake Area Schools (4)

Learn more about the Teacher Education Redesign Initiative at www.cehd.umn.edu/teri.
Co-Teaching: Two teachers, working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

As a strategy for teacher education, co-teaching provides the cooperating teacher and the teacher candidate with models for collaboration, to intentionally structure and making the most of the teaching capacity of the adults in the classroom.

**Overview of Co-Teaching Strategies**

**One Teach, One Observe:** One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.

**One Teach, One Assist:** An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students’ with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.

**Station Teaching:** The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station. Often independent stations will be used along with the teacher-led stations.

**Parallel Teaching:** Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.

**Supplemental Teaching:** This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.

**Alternative (Differentiated) Teaching:** Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the avenue for getting there is different.

**Team Teaching:** Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader, as both teachers share the
The goal of student teaching is for future teachers to experience all aspects of teaching and to become excellent classroom practitioners. Traditional student teaching models often identify a designated period of time for the student teachers to “solo” while the new co-teaching model for student teaching uses the idea of becoming a “lead” teacher instead. Both ideas have merit for different reasons.

In a traditional student-teaching model, a teacher candidate often observes the cooperating teacher for an extended amount of time. Little by little, the candidate takes on more responsibility, eventually “solo” teaching by planning instruction, assessing student work, and managing classroom routines. Historically, the cooperating teacher does not use co-teaching strategies to teach with the candidate in the traditional model.

In co-teaching, the pair (teacher candidate and cooperating teacher) are encouraged to co-plan and quickly incorporate the co-teaching strategies in their practice, providing more opportunities for the students to engage with both adults in the classroom. The mentor teacher remains engaged, using the strategies to support student learning and engagement. The co-teaching pair collaborates throughout the experience, with leadership in responsibility and decision-making shifting over time to the teacher candidate. Ultimately, the teacher candidate assumes leadership in all aspects of the classroom, including directing the activities of the cooperating teacher and other adults working with the students, for a pre-determined amount of time. It is important that the teacher candidate does have opportunities to solo teach too, but the goal is to co-teach once the candidate has established classroom leadership skills and students interact with both adults as their teachers.

1 The timing of when the teacher candidate fully assumes the role as lead teacher is negotiated by the triad (cooperating teacher, university supervisor, and teacher candidate) and varies by classroom and situation. The cooperating teacher and university supervisor work together to gradually scaffold the teacher candidate into assuming the lead role in co-teaching.

2 The triad also pre-determines in advance the length of time that the teacher candidate serves as the lead teacher. Licensures in elementary and secondary programs may have different requirements as to how long the candidate should serve as the lead teacher.
Support for Building a Relationship with your Co-Teacher

QUESTIONS AND DISCUSSION

4 Major Questions
To what degree do I believe that there is more than one right way to carry out almost any teaching/learning task?

To what extent am I willing to let my co-teacher carry out teaching tasks at which I am particularly competent?

How willing am I to allow my co-teacher to see aspects of my teaching in which I am not particularly comfortable?

How willing am I to tell my co-teacher when I disagree about an issue or have a concern?

As a Collaborator:
I freely share ideas, information, and resources.
I can be relied on to participate, even when a project moves away from my own immediate interests.
My work reflects my best efforts. I continuously make small changes to improve the quality of my work.
I use time well to ensure things are done on time.
I represent the team and the work of fellow group members in a positive manner in other settings.
I bring needed materials and come ready to work.
I actively look for solutions to problems and/or refine the solutions suggested by others.
I know how to gauge my own impact on the group and am routinely aware of team dynamics.
I listen to, respect, acknowledge, and support the efforts of others.
I can easily move between leader and follower, assuming either role as needed to accomplish the task.
I use self-reflection after collaborative activities.

Communication
It is important to know yourself - so you can share with and know your co-teaching partner

To Begin determine:
What types and frequency of communication would we like to have with each other?
How will we ensure regular communication with each other?
What is the best way to give each other feedback?

Discuss with your co-teacher your response to each of the following statements:

Personal
I find it helpful to bounce ideas off other people
I am comfortable being told by others what they need from me
I am able to speak openly about my feelings
I express my opinions, even if others disagree with me
I feel comfortable saying “no” to people
I can detect the mood of others by look at them as we converse
I become defensive when I am being criticized
I am able to resolve problems without losing control of my emotions

Co-Teaching
I am comfortable giving my co-teacher feedback because it is a natural part of team work
I am comfortable telling my co-teacher what I need from them
I feel free to politely voice my disagreement with my co-teacher
I find it difficult to express my opinion when my co-teacher doesn’t share them
I find it easy to see things from my co-teachers point of view
I tend to postpone discussing touchy topics with my co-teacher
When co-teaching, I find it important for tasks to be clearly defined and distributed

Co-Teaching is an attitude
An attitude of sharing the classroom and students

Co-Teachers must always be thinking

We are BOTH Teaching!

Co-Teaching is an attitude... An attitude of sharing the classroom and students

Co-Teachers must always be thinking...

We are BOTH Teaching!
Are We Co-Teachers?

1. As we prepare for co-teaching, do we:
   - have both teachers’ names on the board/door?
   - have space for both teachers?
   - have comparable desks and materials for both teachers?

2. Do we share responsibility for determining:
   - what to teach?
   - what teaching strategy(s) to use?
   - who teaches what part of the lesson?
   - how to assess student learning?

3. In planning, do we:
   - have regularly scheduled times to meet and discuss our work?
   - use our meeting time productively?
   - share teaching materials and resources?
   - communicate freely our concerns?
   - each contribute to the planning process?
   - decide which co-teaching model to use in a lesson based on the needs of the student and the co-teachers?

4. While co-teaching, do:
   - both teachers have a lead role in the classroom?
   - both teachers work with all students?
   - we use a variety of co-teaching approaches?
   - students see both teachers as equal partners in the classroom?
   - we both participate in the assessment of the students?
   - students ask both teachers for clarification and/or assistance?
   - we teach different groups of students at the same time?
   - we read the nonverbal cues of our co-teaching partner?
   - we make changes as needed during a lesson?
   - we actively reinforce classroom rules and manage the classroom together?

5. After the co-taught lesson, do we:
   - provide feedback to one another on what goes on in the classroom?
   - celebrate the process of co-teaching and the outcomes and successes?
   - make improvements in our lessons based on what happens in the classroom?

6. Overall, do we:
   - explain the benefits of co-teaching to the students and their families?
   - depend on one another to follow through on tasks and responsibilities?
   - Have both co-teachers participate in parent teacher conferences?
   - model collaboration and teamwork for our students?
   - have a process for dealing with any disagreements we have?
   - continue to pursue additional training to make our co-teaching better?
   - provide mentoring to others who want to co-teach?
   - communicate with our administrator about our needs as a co-teaching pair?
Research shows that planning time is critical to the success of Co-Teaching.

<table>
<thead>
<tr>
<th>CO-TEACHING MODELS</th>
<th>MONDAY</th>
<th>TUESDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One Teach, One Observe</strong> — one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation — where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>One Teach, One Assist</strong> — an extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students’ with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Station Teaching</strong> — the co-teaching pair divide the instructional content into parts — each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station — often independent stations will be used along with the teacher led stations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parallel Teaching</strong> — each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supplemental</strong> — this strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alternative (Differentiated)</strong> — alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Team Teaching</strong> — well planned team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader — as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Co-Teaching is an attitude … an attitude of sharing the classroom and students Co-Teachers must always be thinking … we are BOTH teaching!
Co-Teaching is defined as two teachers working together with groups of students — sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

<table>
<thead>
<tr>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>materials/setup responsibility/limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

University of Minnesota, Educator Development and Research Center Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center, Research. Funded by a US Department of Education. TQE Grant