TEACHER EDUCATION REDESIGN INITIATIVE 2009-2014
University of Minnesota-Twin Cities

Invested in school-university liaisons

<table>
<thead>
<tr>
<th>Liaison Type</th>
<th>CEHD Funded</th>
<th>District Funded</th>
<th>School Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnership or research liaisons in schools</td>
<td>1 ($14,500)</td>
<td>1 ($5,000)</td>
<td>1 ($14,500)</td>
</tr>
<tr>
<td>District liaisons in central office</td>
<td>1 ($50,000)</td>
<td>1 ($10,000)</td>
<td></td>
</tr>
<tr>
<td>Induction liaisons in schools</td>
<td>5 ($52,000)</td>
<td></td>
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</tr>
</tbody>
</table>

Liaison roles
- Provide onsite support for clusters of teacher candidates and their cooperating teachers
- Recruit and retain new teachers
- Model research-based practices to improve student learning

Success 1: Curriculum for Equity Minded Teachers of Diverse Learners
- New Common Curriculum
  - Cultures, Schools, and Communities
  - Academic Language and English Learners
  - Child and Adolescent Development for Teaching and Learning
- New Common Assessments
  - Case Studies of Learners
  - Teacher Identity Self-Study
  - Professional Rotations
  - edTPA

Success 2: TERI Partner Network
- Adopted Co-teaching
- Professional development for 861 teachers
- 17 principals
- 43 co-teaching specialists
- 52+ university staff & faculty

Success 3: Alternative Pathways to Licensure

Program Exit Survey Results 2011-13: Overall Program Quality

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>68</td>
<td>72</td>
<td>76</td>
</tr>
</tbody>
</table>

Transition to Teaching Survey Results 2011-13: Prepared to Teach Diverse Learners

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>85</td>
<td>82</td>
<td>86</td>
<td>90</td>
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</tr>
</tbody>
</table>

Employment first year after licensure within cohort

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>79%</td>
<td>81%</td>
<td>79%</td>
<td>86%</td>
<td>94%</td>
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</table>

Plan to teach more than 6 years within cohort

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>88%</td>
<td>88%</td>
<td>89%</td>
<td>92%</td>
<td>94%</td>
<td></td>
</tr>
</tbody>
</table>

Areas for Improvement Based on Candidate Survey Feedback
- Differentiating for diverse learning needs
- Designing instruction for special education students
- Using community and home resources to foster student learning
- Responding appropriately to student misbehavior
- Enacting classroom management
- Assessing student learning

New Initiatives for 2014-20
- Dispositions assessment
- Additional non-traditional pathways to licensure
- Technology integration throughout teacher education program
- Teacher leadership development opportunities through hybrid roles between university and schools

Plan to teach Diverse Learners
- Plan to teach more than 6 years within cohort

Minneapolis
Forest Lake
TERI Partner Network
- 24 Elementary
- 5 Secondary
- 20+ CEHD licensure programs

St. Paul
Columbia Heights
CEHD
White Bear Lake
Brooklyn Center

Next Steps