



Approaches to Working with Partners: Commonalities and Differences Among Three NExT Institutions

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Presenters

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History of the Bush Foundation's Teacher Effectiveness Initiative

- Grant goal -prepare and place 25,000 new, effective teachers by 2020
- \$40 million initiative
- Targeted teacher education program -teachers matter most to student achievement
- 14 Institutions were awarded grants in 2009
- Partner institutions were later named the Network for Excellent in Teaching (NExT)



Network for Excellence in Teaching (NExT)

- 14 NExT institutions include:
 - a consortium of six private institutions from the Twin Cities, (Augsburg College, Bethel University, Concordia University-St. Paul, Hamline University, St. Catherine University, and University of St. Thomas)
 - another consortium of three institutions representing the Valley Partnership, (Minnesota State-Moorhead, North Dakota State and Valley City State Universities)
 - five institutions (Saint Cloud State, University of Minnesota-Twin Cities, Winona State, Minnesota State at Mankato and University of South Dakota)



Bush Foundation Pillars

The Ultimate Goals

- Recruit – increased capacity and ability to recruit in a strategic manner
- Prepare – program changes and expanded clinical experiences
- Employ –working with Pk-12 to identify needs
- Support – ongoing support of graduates
- Assessment & Research – Common Metrics work toward collecting data to inform decisions



Additionally

- 14 Teacher preparation programs share discoveries and best practices to get better together
- Strategic Pk-12 partnerships, to help inform all aspects of program improvement strategies

Focus of our presentation today... approaches to working with Pk-12 districts



3 Next Institutions

Unique Successes, Challenges, and Lessons Learned



WSU – Teach21 Initiative

- New approach to partnerships with districts resulting from our work with the Bush Foundation
- Initial listening tour – learning what it is that our partners need in preparing teachers
- Determining and negotiating roles in that preparation
- Finding common ground in professional development needs and capacity



WSU – Teach21 Initiative

- Successes

- TOSA from one of our partner districts hired to coordinate partnership efforts
- LOAs with partners
- Work with Austin Public Schools



WSU – Teach21 Initiative

- Challenges

- The role of the TOSA on campus
- Maintaining our commitments to districts with highly variable and ever-changing needs



University of South Dakota

- Yearlong Residency
 - Hub meetings with superintendents and school representatives
 - Design the hub/spoke system
 - Course delivery
 - Field instructor role
 - Candidate /mentor pairing process
 - Co-teaching/mentor training



University of South Dakota

- Pillar Advisory Groups
 - PK-12 involvement from the start with district representatives involved in the work
 - Recruitment – work closely with districts to highlight areas of need, increase quality & diverse candidates
 - Preparation – emphasis on 21st Century skills
 - Employment – meet market needs by continuing to focus on needs of Pk-12
 - Induction/Support-working on supporting plans in place and providing professional development to districts looking to strengthen induction program.



University of South Dakota

- Pk-12 districts sign a partnership agreement to formalize the expectations between the districts and the University
- Partnership with New Technology High School in Sioux Falls
 - Professional development
 - Candidate participation at New Tech
 - New Tech faculty sharing expertise with candidates and practicing teachers



Minnesota State University – Moorhead

MSUM Faculty and groups of teachers and administrators evaluated:

- What do new teachers need to be able to do? Emergent Themes:
 - Differentiation and Special Education
 - Classroom management
 - Teaching reading
 - Technology
 - Professionalism and dispositions
- How can MSUM and districts partner to prepare teacher candidates to achieve this?



Minnesota State - Moorhead

Program evaluation meetings resulted in redesign of:

- Curriculum, and degree program: Elementary Inclusive Education degree combining El Ed and Sp Ed standards
- Improved and Increased field based “embedded” learning opportunities across 3 consecutive semesters prior to student teaching better connecting theory to practice
- Supervision during embedded practicum experiences, student teaching and beyond – moved to building liaison model



MSU - Moorhead Ongoing Partnerships

- MSUM Dean's Advisory Council for input from a wider group of administrators & superintendents.
- Building level program presentations to secure partner schools
- Cooperating Teachers surveys
- Focus groups with liaisons and partner buildings
- Semester end input meetings with liaisons



MSU – Moorhead Ongoing Partnerships

- Professional development with local school districts
- Co-Teaching training and support
- Contracts with local districts hosting candidates.
- Redesigned student teaching final evaluation



Lessons Learned

As a result of our work with the Bush Foundation, each of us has learned:

- We need to better utilize data and make data-driven decisions in our preparation of teachers
- We need to work more collaboratively with our K-12 partners
- We need to be attentive and responsive to the professional development needs of our K-12 partners



Questions

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