

## TEACHER EDUCATION REDESIGN INITIATIVE (TERI) @ UMN-TC BENCHMARKS 2011-2014

### 2011-12 Academic Year

	<b>Guiding Questions</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>
<b>Recruit</b>	<ul style="list-style-type: none"> <li>• With the goal of diversifying our teacher candidate pool, what teacher candidate qualities do we seek?</li> <li>• How do we attract those candidates to our programs?</li> <li>• How do our admission procedures create a candidate cohort with the qualities we seek?</li> <li>• What institutional practices do we need to have to retain the teachers we seek?</li> </ul>	<p><b>Marketing</b> Complete redesign of college website to increase presence of teacher education programs</p>	<p><b>Admissions</b> Rewrite all current admission rubrics and write new admission rubric for new admission questions to achieve transparency to students, identify good fit candidates, and embed diversity.</p>	<p><b>Candidate Profile Studies</b> Identify our baseline: what information (demographic and admission-based) do we have about our teacher candidates currently? What does this data tell us about our candidate profile at admissions, at enrollment, and at completion?</p>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>• What preparation experiences will prepare teachers to be effective with all students?</li> <li>• What preparation experiences will create adaptive experts in the classroom?</li> <li>• How do our clinical experiences and performance assessments support teacher development?</li> </ul>	<p><b>Elementary licensing program</b> Launch redesigned program with 2011 entrants. Key elements of redesign include:</p> <ul style="list-style-type: none"> <li>○ Year-long clinical placement model</li> <li>○ Geographically clustered student teaching placements in partner districts and clinical cluster sites</li> <li>○ Adoption of co-teaching mentoring model</li> <li>○ Subject-matter specific supervision and feedback</li> <li>○ New course on working with English Learners</li> </ul>	<p><b>Curriculum Development</b></p> <ul style="list-style-type: none"> <li>• Transform the current 8 foundations courses for teacher candidates to a module system of 6 common content courses integrated with program methods and intentional field experiences and sequenced over 2-3 terms (summer, fall, spring). New courses include: <ul style="list-style-type: none"> <li>○ Cultures, Schools, and Communities</li> <li>○ Child and Adolescent Development for Teaching and Learning</li> <li>○ Teaching Students with Special Needs in Inclusive Settings</li> <li>○ English Learners and Academic Language</li> </ul> </li> <li>• Develop curriculum to address Classroom Leadership (typically referred to as Classroom Management)</li> <li>• Develop and implement facilitator</li> </ul>	<p><b>Co-teaching</b> Pilot co-teaching with partner districts and, at minimum, 1/3 of UMN-TC teacher candidates</p> <ul style="list-style-type: none"> <li>○ Train 100% of elementary candidates in the new year-long program and 100% of cooperating teachers and principals in co-teaching</li> <li>○ Pilot co-teaching with a cohort of secondary social studies teacher candidates</li> </ul>

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	Guiding Questions	Benchmark 1	Benchmark 2	Benchmark 3
			training to support the Professional Learning Communities (PLC's) for the new 5000 course sequence that focuses on issues of race, class, gender, and language in schools and classrooms and teacher identity development <ul style="list-style-type: none"> <li>Develop plan to include undergraduate ILP programs into TERI curriculum redesign</li> </ul>	
<b>Place</b>	<ul style="list-style-type: none"> <li>Where do our program completers successfully find jobs?</li> <li>How do our programs and our institution respond or adapt to the teacher labor market?</li> <li>What role do school partners play in the job placement of our program completers?</li> </ul>	<b>Labor Market Analysis</b> <ul style="list-style-type: none"> <li>Collect data from each partner district's HR office regarding labor market needs, specific to licensure area whenever possible.</li> <li>Share job placement data with districts each spring</li> <li>Work with district HR to create direct communication and shared events with student and career services for teacher candidates from CEHD</li> <li>Move toward sharing student teaching placement data and recommendations from Cooperating Teachers with district HR personnel</li> </ul>	<b>Principal Interviews</b> <ul style="list-style-type: none"> <li>Complete interview protocol with UMN-TC graduate student</li> <li>Identify 8-10 key principals at PDS/CCS sites for interviews</li> <li>Complete interviews, transcribe responses, and bring data for review to TERI's faculty director, partner network coordinator, and TERI research team.</li> <li>Create one-page school descriptions to help faculty and other Partner Network sites understand each other's contexts</li> <li>Use the information collected to identify short and long-term hiring needs at each school</li> </ul>	<b>Initiate Hiring Relationships</b> <ul style="list-style-type: none"> <li>Arrange initial meeting between CEHD's Career Services staff to HR staff at partner districts.</li> <li>Work with CEHD's Career Services to complete follow up interviews with newly hired graduates (done)</li> <li>Successfully place 80% of 2011-2012 graduates in teaching or related positions</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>What early career support (induction) do our program completers receive?</li> <li>What early career support (induction) do our school partners' teachers receive?</li> <li>What can we guarantee about our completers' effectiveness as a teacher?</li> </ul>	<b>Defining Support in NExT</b> <ul style="list-style-type: none"> <li>Develop proposal for the NExT Partnership for regional-based teacher support</li> <li>Key TERI Partner Network induction leads engage within NExT Partnership to develop shared strategies and understandings regarding local, state, and regional models for induction</li> </ul>	<b>Identify an Induction Lead</b> <p>Create a position that focuses on the development of induction and support roles and programming that will be jointly built between the university and school partners</p>	<b>Existing Induction Models</b> <ul style="list-style-type: none"> <li>Complete study of existing induction models using the Teacher Support Partnership (TSP) guidelines to identify elements of induction programs in each partner district</li> <li>Distribute the report to induction leads (university and school) within the TERI Partner Network</li> </ul>

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	<b>Guiding Questions</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>
<b>Measure</b>	<ul style="list-style-type: none"> <li>• What measures do we use to determine teacher effectiveness?</li> <li>• What measures do we use to determine program effectiveness?</li> <li>• What do we do with the data after we collect it?</li> </ul>	<p><b>Common Metrics</b></p> <ul style="list-style-type: none"> <li>• Participate in the activities of the Common Metrics working group</li> <li>• Administer all Common Metrics instruments to UMN teacher candidates and first year teachers</li> </ul>	<p><b>Teacher Performance Assessment Field Study</b></p> <ul style="list-style-type: none"> <li>• 98% of all candidates (~180) in all initial licensure programs with Field Study TPA handbooks will participate in the TPA Field Study (Special Education given deferment through MDE/MACTE for this year)</li> <li>• 100% of Candidates in Agriculture Education and ESL programs (approximately 25) will complete the TPA using a “generic” handbook</li> <li>• Program faculty, graduate assistants, university supervisors, and school partners have opportunity to learn how to use scoring protocols and/or be trained as TPA scorers</li> </ul>	<p><b>Value Added Measures</b></p> <ul style="list-style-type: none"> <li>• Complete data sharing agreement with VARC</li> <li>• Participate in VARC site meeting where school VA data will be shared</li> <li>• Work with school partners to interpret and use the VA data to support teacher development</li> <li>• Share UM candidate performance and survey data with school partners</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>• How do we add to the knowledge base of teacher development?</li> <li>• How do we engage university faculty, graduate students, and school partners in a research program around teacher development?</li> </ul>	<p><b>Research Framework</b></p> <ul style="list-style-type: none"> <li>• Develop a framework for a research program that captures the core redesign concept of “adaptive expertise,” that attends to teacher candidate identity, the school as the context for teaching, the preparation program experience, and the teaching–learning interactions</li> <li>• Launch research group that will support the development and implementation of research studies that fit within the research framework</li> </ul>	<p><b>Co-Teaching Evaluation</b></p> <ul style="list-style-type: none"> <li>• Partnership coordinator systematically collects feedback (oral and written)</li> <li>• Elementary education surveys Fall ’11 candidates and cooperating teachers regarding their experiences in the new pilot program within the first few months of implementation</li> <li>• Administer survey to co-teachers in schools and the U’s program in Spring 2012</li> <li>• Report to U and school stakeholders by June 2012</li> <li>• Redesign co-teaching PD and expectations based on data analysis</li> </ul>	<p><b>Mini-grants within the TERI Network</b></p> <p>Create a mini-grant opportunity with the TERI Network for the systematic study of teacher development aligned with the research framework.</p>

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	<b>Guiding Questions</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• What are the core elements of organizational change in the university that we observe through teacher education redesign?</li> <li>• What are the core elements of organizational change in schools that we observe through teacher education redesign?</li> <li>• How do we sustain the redesign over time?</li> </ul>	<p><b>Institutional infrastructure</b> Identify key infrastructure challenges to successful curricular implementation</p>	<p><b>Working in Metro Area Schools</b> Collaborate with TC2/MPS/SPPS to move our shared work forward with co-teaching as a core element of teacher education redesign in the Metro Area</p>	<p><b>Finance Modeling</b> Create a finance model for calculating resources invested in curricular programming and expenses of curricular programming</p>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• How do we ensure equity and empowerment in partnership with school districts?</li> <li>• What shared resources (financial, personnel, time) will each institution contribute to sustaining the Partner Network?</li> <li>• In what ways will pre-service and practicing teachers engage in professional development that supports and sustains them as teacher leaders?</li> <li>• Keeping P-12 students first, how will the TERI Network partner to secure financial and community support for areas of need?</li> </ul>	<p><b>U-P12 Partnership Development</b></p> <ul style="list-style-type: none"> <li>• Establish Memoranda of Understanding (MOU) and Scope of Work Agreements (SOWA) with all partner districts extending to 2013</li> <li>• Bi-annual Partner Network Workdays with PDS partner schools, district representatives, UMN-TC faculty, and graduate students</li> <li>• Draft TERI Partner Network resource sharing decisions and co-develop budget</li> <li>• Jointly identify field experiences to support teacher development in the redesigned curriculum</li> </ul>	<p><b>Teacher Development</b></p> <ul style="list-style-type: none"> <li>• Teacher leaders engaged in professional development as co-teaching specialists, school-based liaisons, site team representatives, PLC facilitators, and cooperating teachers within all partner districts</li> <li>• Elementary education pre-service teachers welcomed as colleagues in PDS sites</li> </ul>	<p><b>School Development</b></p> <ul style="list-style-type: none"> <li>• Several PDS and CCS sites within the TERI partnership will engage in additional professional development specific to P-12 student and school/community needs (e.g., early literacy, math, STEM, equity)</li> <li>• PDS site team development to broaden school and university faculty participation and support of the partnership.</li> </ul>

## TEACHER EDUCATION REDESIGN INITIATIVE (TERI) @ UMN-TC BENCHMARKS 2011-2014

### 2012-13 Academic Year

	<b>Guiding Questions</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>
<b>Recruit</b>	<ul style="list-style-type: none"> <li>With the goal of diversifying our teacher candidate pool, what teacher candidate qualities do we seek?</li> <li>How do we attract those candidates to our programs?</li> <li>How do our admission procedures create a candidate cohort with the qualities we seek?</li> <li>What institutional practices do we need to have to retain the teachers we seek?</li> </ul>	<b>Marketing</b> <ul style="list-style-type: none"> <li>Update current print materials</li> <li>Create new brochure focusing on exploration of the profession</li> <li>Complete recruitment video</li> <li>Create and/or increase presence of teacher education programs in career services office across campus</li> </ul>	<b>Enrollment Management</b> <ul style="list-style-type: none"> <li>Target recruitment to diversify UMN undergraduates in the DirectTrack to Teaching program</li> <li>Build an introduction to education course grounded in services-learning to provide students with the opportunity to explore teaching</li> </ul>	<b>Admission</b> <ul style="list-style-type: none"> <li>Evaluate the effectiveness of the new and updated admission rubrics</li> <li>Revise rubrics based on evaluation study</li> </ul>
<b>Prepare</b>	<ul style="list-style-type: none"> <li>What preparation experiences will prepare teachers to be effective with all students?</li> <li>What preparation experiences will create adaptive experts in the classroom?</li> <li>How do our clinical experiences and performance assessments support teacher development?</li> </ul>	<b>Secondary licensure programs</b> Launch 7 teacher licensure programs in secondary specializations. Key elements of the redesign include: <ul style="list-style-type: none"> <li>Focus on the P-12 learner (cultural relevancy, English learners, special education in inclusive settings)</li> <li>Integration of clinical experiences in common content courses</li> <li>Common performance assessments</li> <li>Courses that take a span multiple terms to allow for development and better integration with the academic</li> </ul>	<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>Phase two of curriculum development with focus on:                             <ul style="list-style-type: none"> <li>Integration of technology</li> <li>Classroom leadership / managing learning environments</li> <li>Public health</li> </ul> </li> <li>Ongoing support for new course implementation</li> <li>Finalize plan to include undergraduate ILP programs into TERI curriculum redesign</li> </ul>	<b>Co-Teaching</b> <ul style="list-style-type: none"> <li>Minimum 2/3 of UMN-TC teacher candidates in co-teaching model.</li> <li>Train 100% of elementary candidates, teachers, and principals in the new year-long program</li> <li>Pilot co-teaching with cohorts of secondary programs, K-12, and early childhood</li> <li>Work with school partners to integrate Fall and Winter co-teaching workshops during district professional development workshops and at school partner sites</li> </ul>
<b>Place</b>	<ul style="list-style-type: none"> <li>Where do our program completers successfully find jobs?</li> <li>How do our programs and our institution respond or adapt to the teacher labor market?</li> <li>What role do school partners play in the job placement of our program completers?</li> </ul>	<b>Career Development Services</b> <ul style="list-style-type: none"> <li>Partner Coordinator work with Recruitment Coordinator and school district partners to collaborate on communication about teaching as a career</li> <li>Develop shared career/hiring events for teacher candidates in the</li> </ul>	<b>Following Teacher Candidates</b> <ul style="list-style-type: none"> <li>Co-develop data system and processes for collecting and sharing teacher candidate student teaching placement data</li> <li>Work toward method for cooperating teacher/principal recommendations specifically to be</li> </ul>	

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	<b>Guiding Questions</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>
		partner network and beyond	able to recommend candidate or to hire candidate within the district system <ul style="list-style-type: none"> <li>Co-develop system and processes for tracking UMN-TC graduates hired by district partners</li> </ul>	
<b>Support</b>	<ul style="list-style-type: none"> <li>What early career support (induction) do our program completers receive?</li> <li>What early career support (induction) do our school partners' teachers receive?</li> <li>What can we guarantee about our completers' effectiveness as a teacher?</li> </ul>	<b>Bridging Induction Support</b> <ul style="list-style-type: none"> <li>Work with school partners to identify induction needs based on study of current programming</li> <li>Co-develop continuum of assessment and support from pre-service through induction</li> <li>Support development of induction programs in partner districts</li> <li>Provide support and professional development to new teachers in partner districts (shared resources or fee-based)</li> <li>Co-develop process, strategies, and key contacts with each partner district to identify new elementary teachers who do not meet the effectiveness guarantee</li> </ul>	<b>Design Regional Infrastructure</b> <ul style="list-style-type: none"> <li>Develop plan for regional induction outreach with NExT Partnership using the proposed tiered support model. This may include creating induction resources and offering mentor training, resources for coaching, resources to school administrators (revenue generating, or self-sustaining)</li> <li>Act as liaison to Teacher Support Partnership (TSP) to reform policy on induction in MN and create a statewide network of induction programs</li> </ul>	
<b>Measure</b>	<ul style="list-style-type: none"> <li>What measures do we use to determine teacher effectiveness?</li> <li>What measures do we use to determine program effectiveness?</li> <li>What do we do with the data after we collect it?</li> </ul>	<b>Admission</b> Continue candidate profile studies to determine the effectiveness of our recruitment efforts to target the candidates we want to attract to our programs	<b>Common Metrics</b> <ul style="list-style-type: none"> <li>Conduct longitudinal analysis of common metrics data with focus on:                             <ul style="list-style-type: none"> <li>Candidate satisfaction with our programs</li> <li>Predictors of candidate performance (both from the University perspective and from the principal hiring perspective)</li> </ul> </li> <li>Share data across the TERI Partner Network</li> </ul>	<b>Value Added Measures</b> <ul style="list-style-type: none"> <li>Conduct comparative analysis of performance of elementary candidates from programs prior to 2011 launch and candidates from new program design</li> <li>Work with school partners to address teacher performance in their schools based on VA measures</li> </ul>

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	<b>Guiding Questions</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>
<b>Research</b>	<ul style="list-style-type: none"> <li>How do we add to the knowledge base of teacher development?</li> <li>How do we engage university faculty, graduate students, and school partners in a research program around teacher development?</li> </ul>	<p><b>Scholarship Program Evaluation</b> Complete focus group interviews with scholarship students to identify:</p> <ul style="list-style-type: none"> <li>Recruitment or attraction to the UMN program</li> <li>Experiences in the licensure program</li> <li>Gaps in their support to be retained in the program</li> </ul>	<p><b>Organizational Development Study</b> Lead study on organizational change(s) that arise from the Teacher Education Redesign Initiative (TERI) in the College of Education and Human Development, University of Minnesota</p>	<p><b>Conference Presentations</b></p> <ul style="list-style-type: none"> <li>Present research study results and program design elements at 2 national conferences (AACTE and AERA)</li> <li>Engage broader group of faculty and graduate students who were awarded a min-grant in writing conference proposals</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>What are the core elements of organizational change in the university that we observe through teacher education redesign?</li> <li>What are the core elements of organizational change in schools that we observe through teacher education redesign?</li> <li>How do we sustain the redesign over time?</li> </ul>	<p><b>Additional funding sources</b> Identify key funding sources for future fiscal support of Teacher Education Redesign Initiative- (TERI) related processes and activities</p>	<p><b>Budgetary transfer of positions</b> Financially secure the coordinator positions (Partnership Network, Curriculum and Assessment, Recruitment and Retention) in CEHD budget</p>	<p><b>Financial Model for Partnership Network</b> Work with key district leads and representatives from the CEHD to create a budget and long-term plan for the Partner Network addressing sustainability and committing to sharing resources through 2018</p>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>How do we ensure equity and empowerment in partnership with school districts?</li> <li>What shared resources (financial, personnel, time) will each institution contribute to sustaining the Partner Network?</li> <li>In what ways will pre-service and practicing teachers engage in professional development that supports and sustains them as teacher leaders?</li> <li>Keeping P-12 students first, how will the TERI Network partner to secure financial and community support for areas of need?</li> </ul>	<p><b>U-P12 Partnership Development</b></p> <ul style="list-style-type: none"> <li>Establish Memoranda of Understanding (MOU) and Scope of Work Agreements (SOWA) with all partner districts extending beyond 2013 to 2018.</li> <li>Bi-annual Partner Network Workdays with PDS partner schools, district representatives, UMN-TC faculty, and graduate students</li> <li>TERI Partner Network resource sharing decisions and budget established beginning Spring 2013 co-determined by task force</li> </ul>	<p><b>Teacher Development</b></p> <ul style="list-style-type: none"> <li>School-based liaisons, university supervisors, and PDS site faculty mentor pre-service teachers enrolling in secondary initial licensure programs engage in pilot field experiences in schools while in Common Content courses</li> <li>Teacher action research/inquiry groups begin to engage in shared initiatives putting P-12 students first at PDS school sites with university faculty and graduate students</li> </ul>	<p><b>School Development</b></p> <ul style="list-style-type: none"> <li>School and university partnership data collected and reviewed to inform next steps</li> <li>Professional Development School site teams (including school and university faculty) develop specific development plans for P-12 learners</li> <li>University faculty and school faculty engage with each other to better understand the partnerships impact on P-12 student learning</li> </ul>

## TEACHER EDUCATION REDESIGN INITIATIVE (TERI) @ UMN-TC BENCHMARKS 2011-2014

### 2013-14 Academic Year

	Guiding Questions	Benchmark 1	Benchmark 2	Benchmark 3
<b>Recruit</b>	<ul style="list-style-type: none"> <li>With the goal of diversifying our teacher candidate pool, what teacher candidate qualities do we seek?</li> <li>How do we attract those candidates to our programs?</li> <li>How do our admission procedures create a candidate cohort with the qualities we seek?</li> <li>What institutional practices do we need to have to retain the teachers we seek?</li> </ul>	<p><b>Marketing</b> Focus on reaching into the P-12 system to attract students earlier to the profession of teaching by utilizing already-established partnerships with districts and schools</p>		
<b>Prepare</b>	<ul style="list-style-type: none"> <li>What preparation experiences will prepare teachers to be effective with all students?</li> <li>What preparation experiences will create adaptive experts in the classroom?</li> <li>How do our clinical experiences and performance assessments support teacher development?</li> </ul>	<p><b>Curriculum Implementation</b></p> <ul style="list-style-type: none"> <li>All initial licensure programs redesigned                             <ul style="list-style-type: none"> <li>Elementary &amp; Special Education fully integrated into new curriculum design</li> </ul> </li> <li>Continual monitoring and adjustments of redesigned curricula</li> </ul>	<p><b>Establish Long-term Partnerships for Preparation of Candidates</b></p> <ul style="list-style-type: none"> <li>School sites identified and confirmed for clustered placements of two-thirds of UMN-TC candidates.</li> <li>two-thirds of ILP pre-service placements are with schools and districts that officially support the goals and elements of the redesign initiative.</li> </ul>	<p><b>Co-teaching</b></p> <ul style="list-style-type: none"> <li>95% of UMN teacher candidates have student teaching placements in Partner Districts in a co-teaching model</li> <li>School partners fully integrate co-teaching workshops during district professional development workshops and at school partner sites</li> <li>UMN-TC ILP programs offer “in house” co-teaching curriculum as part of coursework leading up to student teaching placements</li> <li>EDRC offers co-teaching workshops for new district/school sites</li> </ul>
<b>Place</b>	<ul style="list-style-type: none"> <li>Where do our program completers successfully find jobs?</li> <li>How do our programs and our institution respond or adapt to the teacher labor market?</li> <li>What role do school partners play</li> </ul>	<p><b>Defining the guarantee</b> Continue work across the TERI Partner Network to solidify key guarantee elements, including tools and processes tested with partner schools</p>	<p><b>Following Teacher Candidates</b></p> <ul style="list-style-type: none"> <li>District partners work with U on shared data system and processes to track teacher candidates in their student teaching placements and into the hiring pool</li> </ul>	

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	in the job placement of our program completers?		<ul style="list-style-type: none"> <li>Evaluate the number of hires the district partners are making from UMN and look for patterns in teacher performance (using common metrics data, CT evaluations, performance evaluations from the U)</li> </ul>	
<b>Support</b>	<ul style="list-style-type: none"> <li>What early career support (induction) do our program completers receive?</li> <li>What early career support (induction) do our school partners' teachers receive?</li> <li>What can we guarantee about our completers' effectiveness as a teacher?</li> </ul>	<p><b>Effectiveness guarantee</b> Implement the identification process for teachers who are not meeting the effectiveness guarantee</p> <p>Co-develop processes for supporting teachers who are not meeting the effectiveness guarantee</p>		
<b>Measure</b>	<ul style="list-style-type: none"> <li>What measures do we use to determine teacher effectiveness?</li> <li>What measures do we use to determine program effectiveness?</li> <li>What do we do with the data after we collect it?</li> </ul>	<p><b>Teacher Performance Assessment</b></p> <ul style="list-style-type: none"> <li>100% of Licensure Candidates participate in the TPA assessment as a requirement within each ILP for candidate recommendation for licensure</li> <li>All initial licensure programs faculty are knowledgeable about the TPA scoring process and know how to analyze TPA scores for the purpose of continuous program approval</li> <li>30% of faculty/staff/supervisors who work in teacher licensing programs complete TPA score training and become certified scorers</li> <li>School partners are supported to both participate in TPA analysis with university faculty and to become certified scorers for the TPA</li> </ul>	<p><b>Common Metrics</b></p> <p>Continue to fully participate in the common metrics administration, data collection, and data analysis across the TERI Partnership Network, with primary focus on continued improvement through the analysis and use of data.</p>	<p><b>Value-Added Measures</b></p> <p>Continue to fully participate in the value-added analysis across the TERI Partnership Network, with primary focus on continued improvement through the analysis and use of data.</p>

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	<b>Guiding Questions</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>
<b>Research</b>	<ul style="list-style-type: none"> <li>• How do we add to the knowledge base of teacher development?</li> <li>• How do we engage university faculty, graduate students, and school partners in a research program around teacher development?</li> </ul>	<p><b>Co-teaching</b> Compile lessons learned about implementing co-teaching in a post-baccalaureate institution. Present findings at national conferences or in publications serving multiple audiences</p>	<p><b>Summarizing Key Findings</b></p> <ul style="list-style-type: none"> <li>• Prepare manuscripts from program area studies and doctoral student studies for publication</li> <li>• Unifying thread for themed sets of studies will be the development of adaptive expertise</li> </ul>	
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• What are the core elements of organizational change in the university that we observe through teacher education redesign?</li> <li>• What are the core elements of organizational change in schools that we observe through teacher education redesign?</li> <li>• How do we sustain the redesign over time?</li> </ul>	<p><b>Maintaining Culture of PK-12 Students First</b></p> <ul style="list-style-type: none"> <li>• Annual Partner Network PK-12 Students First conference for PDS partners and UMN-TC faculty/grad students</li> <li>• Many PDS teachers, graduate students, and some P-12 students get involved with action research at school sites to remain focused on PK-12 students needs first</li> <li>• Site team meetings at PDS sites continue to be focused on what the data shows the PK-12 students need and how we will partner to address those needs</li> </ul>	<p><b>Metro Area Collaboration</b> Continue to collaborate with TC2/MPS/SPPS to embed co-teaching as the shared core element of the redesign of student teaching at our respective institutions</p>	<p><b>Maintaining a Culture of Evidence</b></p> <ul style="list-style-type: none"> <li>• Regular practices of data sharing, data walks, self-study, and use of metrics are in place</li> <li>• Data summaries (candidate profile studies, performance data, survey data) are readily available to our faculty and school partners for continuous program improvement</li> </ul>

## TEACHER EDUCATION REDESIGN INITIATIVE (TERI) @ UMN-TC BENCHMARKS 2011-2014

	<b>Guiding Questions</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• How do we ensure equity and empowerment in partnership with school districts?</li> <li>• What shared resources (financial, personnel, time) will each institution contribute to sustaining the Partner Network?</li> <li>• In what ways will pre-service and practicing teachers engage in professional development that supports and sustains them as teacher leaders?</li> <li>• Keeping P-12 students first, how will the TERI Network partner to secure financial and community support for areas of need?</li> </ul>	<p><b>U-P12 Partnership Development</b></p> <ul style="list-style-type: none"> <li>• TERI Partner Network cross-representative leadership team established and meeting three or more times a year</li> <li>• Establish Memoranda of Understanding (MOU) and Scope of Work Agreements (SOWA) with partner districts extending the partnership for 3-5 years</li> <li>• Annual Partner Network Conference with PDS partner schools, district representatives, UMN-TC faculty, and graduate students</li> </ul>	<p><b>Teacher Development</b></p> <ul style="list-style-type: none"> <li>• Teacher action research/inquiry groups engage with university faculty and graduate students in publicly reporting on shared initiatives putting P-12 students first at PDS school sites</li> <li>• Liaisons (both school and university based) are teacher leader roles that formally exist “between” the district and university. Individuals serve the greater partnership and deepening understanding and sustain partnership development between the systems</li> <li>• P-12 partners have greater responsibility for teacher candidate instruction through co-teaching university courses</li> </ul>	<p><b>School Development</b></p> <ul style="list-style-type: none"> <li>• School and university partnership data is reviewed collaboratively and drives decisions about next steps in site development</li> <li>• Professional Development School site teams (including school and university faculty) develop specific development plans for P-12 learners</li> <li>• PDS site teams identify grant opportunities to fund shared initiatives and take action to pursue funds</li> <li>• School sites begin to serve as demonstration sites for other schools and districts interested in joining the TERI Partner Network</li> </ul>