



Investing in Tomorrow's Teachers

TO INCREASE EDUCATIONAL ACHIEVEMENT

Research shows that of all in-classroom factors, teachers matter most when it comes to educational achievement. The questions are, “How do we recruit more of our top students to pursue a career in teaching?” and “How do we train and support them to ensure all of our teachers are highly effective in teaching our children?” In 2009, the Bush Foundation started wrestling with these important issues and began work on our goal to increase educational achievement in Minnesota, North Dakota and South Dakota.

“We are focusing on teacher effectiveness because research consistently shows that this is the most important school-based factor in improving student performance and reducing the disparities among diverse student groups,” said Susan Heegaard, vice president and leader of the Educational Achievement team for the Bush Foundation.

FOURTEEN PARTNER UNIVERSITIES, ONE COMMON GUARANTEE

To achieve our goal, 14 higher education institutions and the Bush Foundation announced a partnership in 2009 focused on transforming teacher-preparation programs in Minnesota, North Dakota and South Dakota. Collectively, the institutions will produce at least 25,000 new, effective teachers in the next 10 years. This number is consistent with the total number of new teachers that will be needed in the three states in the next decade.

What’s more, the institutions are guaranteeing the effectiveness of teachers who graduate from their redesigned programs. Delivering on the guarantee will require the universities to act on four key strategies:

- Recruiting those most likely to succeed as effective teachers.
- Preparing them to be effective educators.
- Placing them in schools led by leaders who will support them in those first critical years in the classroom.
- Supporting the new teachers for three to five years following their placement.

Our university partners have also agreed to use value-added assessment and other measures to evaluate the effectiveness of their graduates.



STUDENT TEACHERS GAIN EXPERIENCE

TOP: Teacher candidate Jennifer Jacobs from the University of Minnesota works with elementary school students in the Clara Barton Open School in Minneapolis.

BOTTOM RIGHT: Ubah Jama, a graduate from the Southeast Asian Teacher Program at Concordia University, St. Paul, enjoyed her time as a student teacher.

BOTTOM LEFT: Craig Arndt, a student teacher from Augsburg College, consults with a student on an art project.

ON THE COVER: Maggie Grage from Augsburg College spends time working one-on-one with students.

NExT

Network for Excellence in Teaching

The Foundation and its higher education partners have embarked on a major marketing campaign in the three states. The Network for Excellence in Teaching (NExT) is aimed at bringing new kinds of students into teaching — those with a profile similar to some of our most effective teachers (based on research conducted in 2009), those who otherwise might not have considered teaching and those who are looking for a mid-career change.

We plan to invest more than \$40 million by 2020 in the ambitious plans undertaken by the 14 institutions and in related activities to support their success. This is the largest single funding commitment the Foundation has ever made.

INNOVATIVE APPROACHES

Over nine months in 2009, the 14 universities and colleges participated in a rigorous planning process during which they completed detailed proposals for redesigning their teacher-preparation programs. The institutions are launching unique strategies that build on their strengths to ensure that the teachers they prepare will be highly effective. Innovative concepts include integration of co-teaching strategies, creation of residency programs to provide teacher candidates with full-year immersion experiences, targeted recruiting of high-caliber students representing diverse groups, deep partnerships with P-12 school districts and ongoing support to new teachers through in-person and online mentoring programs.

OUR RESOURCE PARTNERS

The Foundation has enlisted the support of nationally renowned experts to work with our higher education and P-12 partners. The Value-Added Research Center (VARC) at the University of Wisconsin-Madison is developing assessment tools and reporting mechanisms that teachers, schools and higher education institutions can use to measure effectiveness and improve performance. VARC will work closely with these partners to ensure that they have the tools needed to assess the effectiveness of the new teachers.

We also recognize that the higher education institutions need hands-on support, and so each has been paired with a coach from the Academy for Educational Development who will provide strategic and practical advice that draws on demonstrated knowledge and research from across the nation. Combined with the varied and deep expertise of the Advisory and Review Committee members, the higher education partners will have the content, strategic and practical support they need to succeed in their courageous efforts to transform teacher preparation.

PARTNER UNIVERSITIES

Fourteen universities and colleges have agreed to partner with the Bush Foundation on this ambitious initiative, guaranteeing the effectiveness of their graduates. The Foundation plans to invest more than \$40 million over the next decade in these institutions and in related activities to support their success.

- Minnesota State University, Mankato
- St. Cloud State University
- University of Minnesota
- University of South Dakota
- Winona State University
- The Valley Partnership
 - Minnesota State University Moorhead
 - North Dakota State University
 - Valley City State University
- Twin Cities Teacher Collaborative
 - Augsburg College
 - Bethel University
 - Concordia University
 - Hamline University
 - St. Catherine University
 - University of St. Thomas



SCIENCE TEACHERS IN DEMAND

Mindy Johnson, a science teacher in West Fargo, North Dakota, graduated from Valley City State University and is now pursuing her master's degree in education. Teachers in the areas of math and science are in high demand and are an important focus area for the universities in this partnership.

WHY FOCUS ON TEACHER PREPARATION AND EFFECTIVENESS?

By Ellen Moir, Chief Executive Officer, New Teacher Center, www.newteachercenter.org

Teacher effectiveness is the most important school-based determinant of a student's success. When we focus on teachers, we improve our schools. It's that simple.

Schools that need the best teachers are often staffed with beginning teachers. These new teachers may be well educated and enthusiastic, but they often lack the experience to be truly effective. Many of them will not survive this trial by fire. Teacher turnover costs the district money in recruiting and training costs. But it's not just about money. Learning suffers when students face a revolving door of ineffective teachers.

Before founding the New Teacher Center, I spent 15 years directing the teacher education program at the University of California at Santa Cruz. I was dismayed each fall as I watched new teachers—intelligent, energetic individuals—become disillusioned soon after their teaching careers began. Many quit

after their first year. I knew there had to be a better way to induct teachers into this rewarding profession and provide students with teachers who could make a difference in their lives. In response, we developed an induction program that has grown into the model used by the New Teacher Center.

We've determined key elements of a successful intensive teacher induction program include:

- Recruiting mentors from the district's best teachers.
- One-on-one mentoring of beginning teachers with a focus on student achievement.
- Ongoing professional development.
- Partnering with principals.
- A standards-based formative assessment system that measures impact.
- Aligning with instructional support programs and district priorities.

While this type of induction focuses on accelerating the effectiveness of exemplary teachers, an important side effect is the development of school leaders. Induction programs provide talented teachers with a mid-career boost and a powerful opportunity to develop leadership skills. Mentors gain a perspective on education that extends beyond their classroom. Many move on to leadership positions.

By focusing on teachers—improving their abilities to challenge, inspire and teach their students—we begin to address the achievement gap in our schools. Teacher induction improves teacher retention and reduces district recruitment costs. At the same time, it builds district leadership capacity and transforms schools into vibrant learning communities where both students and their teachers excel.

TEACHER EFFECTIVENESS: IN THEIR OWN WORDS

ADVISORY AND REVIEW COMMITTEE

Barnett Berry, Ph.D.,
President and CEO, Center for Teaching Quality

Colleen Callahan, *Director of Professional Issues, Rhode Island Federation of Teachers and Health Professionals*

James W. Fraser, Ph.D.,
Senior Vice President for Programs, Woodrow Wilson National Fellowship Foundation

Harry Hellenbrand, Ph.D.,
Provost and Vice President for Academic Affairs, California State University, Northridge

Thomas J. Lasley II, Ph.D.,
Dean, School of Education and Allied Professions, University of Dayton

Ellen Moir, *Chief Executive Officer, New Teacher Center*

Jon Snyder, Ed.D., *Dean, Graduate School, Bank Street College of Education*

Jerry Williams, Ph.D.,
Retired Superintendent, Rochester Public Schools

ACADEMY FOR EDUCATIONAL DEVELOPMENT

*Ivan Charner
Robin White
Joseph Dominic*

VALUE-ADDED RESEARCH CENTER

*Robert Meyer, Director
Chris Thorn, Ass't. Director
Jeff Watson
David Heistad*



Minnesota's landscape is changing. We have a diversifying student population. We have disparities in student outcomes. We have many students for whom English is a second language. To address these evolving needs, the University of Minnesota is restructuring its university-based curriculum, **maintaining a deep focus on subject-matter teaching, while strengthening future teachers' ability to attend to the cultural differences and strengths of their students.** We are also providing high-quality, strongly mentored field experiences and helping our teachers develop the skills required to identify the specific learning needs of the students they will teach on a daily basis.

Misty Sato, Campbell Chair for Innovation in Teacher Development, University of Minnesota

At St. Cloud State, our plan includes targeted strategies to recruit teachers of color, male teachers for the early grades and non-traditional students. We are also recruiting in areas of high need: STEM (science, technology, engineering and math), special education and English language learners. To make this possible, we are creating a strong recruitment partnership with P-12 school districts and providing financial incentives to new recruits.

Within our program, we are **strengthening our focus on co-teaching and diverse clinical experiences, as well as adding new strategies like after-graduation mentoring and measuring of the success of students taught by our graduates.**

Earl H. Potter III, Ph.D., President, St. Cloud State University



At the University of South Dakota, we are forming strategic partnerships that help us achieve our objectives: **increasing the quality and quantity of teacher education candidates and the number who agree to serve in high-need areas.** In addition to our traditional partners, like area school districts, we plan to partner with the Sioux Falls School District as it launches its New Technology High School – a project-based learning school. We also plan to market our teacher education program to Indian reservations in South Dakota in order to prepare 70 Native teachers who commit to returning to high-need school districts in our state.

Dr. Rick Melmer, Dean of Education, University of South Dakota

BUSH FOUNDATION

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The Bush Foundation was established in 1953 by 3M executive Archibald Bush and his wife Edyth. The Foundation strives to be a catalyst to shape vibrant communities in Minnesota, North Dakota and South Dakota, and in the 23 Native nations that share the same geography, by investing in courageous and effective leadership that significantly strengthens and improves the well-being of people in these states and Native Nations.

INCREASING EDUCATIONAL ACHIEVEMENT

GOAL FOR THE DECADE

The percentage of students in Minnesota, North Dakota and South Dakota, from pre-kindergarten through college who are on track to earn a degree after high school, increases by 50% and disparities among diverse student groups are eliminated.