

**Urban Teacher Partnership
Oversight Committee Meeting
March 12, 2009
8:30 – 10:00 AM
TIV129**

Participants: Dean Joan Foster, Carol Johnson, Maria Guajardo, Theress Pidick, Susana Cordova, Esther Rodriguez, Sandra Haynes, Linda Champney, Jim Loats, Nancy Kellogg, Kathy Callum, Trudy Clemons, Lew Romagnano, Sue Joseph, Giao Giang, Carla Mirabelli, Becky Abel

Absent: Charles Igel, Carrie Harris

Materials Distributed:

- ✓ Agenda
- ✓ UTP - DPS Y5 Budget Summary
- ✓ UTP – MSCD YR 5& 6 Budget Summary
- ✓ Preliminary UTP Evaluation Report – McREL
- ✓ Great Teachers for Our City Schools – Final Program
- ✓ Great Teachers for Our City Schools – complimentary registration form
- ✓ Handout – Organizational tool for March 14 cooperating teacher seminar

Minutes

No minutes were presented due to a recent staffing transition. February and March minutes will be presented at the Oversight Committee meeting to be held April 9, 2009.

Updates

Budget Review

Ms. Giao Giang, UTP Grant and Compliance Manager, provided an update on the MSCD budget. A monthly report was shared with the committee showing current budget categories and estimating spend-down on the grant.

Related to the work “bridging” our current program and planning for a Center for Urban Education, Ms. Rodriguez noted that the report indicates areas where we are identifying potential collaborative activities with selected DPS schools. As these activities are refined, MSCD will earmark funds for the schools to support this work.

Ms. Theress Pidick provided a summary page for the DPS rollover funds. She noted she would be meeting with the DPS finance department later in the day to further clarify the proposed activities. DPS’ sustainability plan will be administered through the Janus Education Alliance (JEA).

Ms. Susana Cordova announced the selection of a new DPS Chief Academic Officer (CAO), Dr. Anna Tilton. Dr. Tilton was a former teacher and administrator with DPS

and comes back to the district with a rich background in working with charter schools and non-profit organizations.

McREL preliminary evaluation

Dr. Trudy Clemons, McREL senior researcher, handed out the *Preliminary UTP Evaluation Report* and reviewed highlights, including the following:

- Systems Analysis: The report reviewed the research literature analyzing components of systems change and systems integration.
- Teacher Preparation: The report provided analysis of promising practices on urban field experiences utilizing responses from UTP participants (principals, cooperating teachers, students, Metro professors). The report also outlined roles/responsibilities of cooperating teachers, teacher educators and students. It highlighted preliminary UTP program outcomes.
- Student Recruitment into UTP: The report highlighted student motivation to apply to UTP; how they learned about the program; scholarship and seminar opportunities; annual comparative data showing enrollment growth.
- Teacher Retention: The report provided data on the number of UTP students hired into DPS as new teachers and their retention in the district.
- Recommendations: The report provided preliminary suggestions based on the following four goals of the program:
 - Improve preparation for secondary teachers entering high needs school districts
 - Increase retention of new secondary school teachers entering high needs districts
 - Establish sustainable collaborative mechanisms for continuing renewal
 - Disseminate collaborative teacher preparation and retention model beyond the participating organizations.

Ms. Rodriguez commented that the value of the preliminary report is the application of UTP practice to the literature of promising or best practices. She also noted that reformers interested in school-college alignment or P-16 application, continue to be stumped on how to align two very different systems. How can different governing systems converge? How do you blend different funding structures? How do you align differences in how faculties are hired, supported and evaluated? How do you address differences in academic calendars?

Ms. Pidick noted that the report picks up important perceptions from the participants. How do we take the “lessons learned” and continue to apply them in the program and schools? Ms. Rodriguez responded that continuing to hold UTP classes in the schools will be important.

Related to the difference that UTP student teachers felt about their preparation compared to UTP graduates, Dr. Linda Champney commented that there have been changes to the teacher preparation program that are now being felt by current students.

Dr. Clemons noted that the final report will contain more data and deeper analysis of the research literature, especially on recruitment and retention. Related to recruitment, she noted that 80% of students learned about the program through a member of the faculty. The committee discussed strategies for offering more presentations in teacher education classes and to allow students to provide their perspectives of their experiences. Ms. Rodriguez said that the UTP Student Ambassadors joined her in talking to classes and they will take on a greater role in recruitment.

Related to hiring and retention, Dr. Clemons said that few UTP students are hired by the district, but of those hired a good percentage are retained. She indicated that changes in the DPS hiring system should lead to greater outcomes and recommended that UTP track students into teaching positions. Ms. Rodriguez said that it would be important to get good district demand data to allow the program to better match content areas to DPS hiring needs. She said that the ELA articulation agreement is a good example of how the program addressed an identified need to prepare teachers in high demand.

Dr. Clemons further recommended the importance of having mentors and a comprehensive induction program to support the retention of new teachers. However, she noted that new preliminary findings from a Mathematica study shows that after one year, school districts implementing induction programs showed little differences in the retention of teachers. Ms. Pidick commented that DPS is using the New Teacher Center at the University of California Santa Cruz to support their induction program.

Dr. Nancy Kellogg asked if McREL was able to track and find reasons that the three new UTP teachers left the district. Ms. Pidick responded that two were pregnant and one was a non-renewal. None of these cases was a result of the preparation portion of the program.

Dr. Kellogg also asked if Metro faculty who have been engaged in the redesign of curriculum were interviewed. She said that the curriculum is still being refined. She also noted that McREL cannot overlook interviews with affiliate faculty who are supervising students in their field experiences and are actively engaged in the curriculum redesign process.

Dr. Champney also noted that the field experiences as part of methods courses were just started in the fall 2008.

Ms. Rodriguez thanked the committee for their valuable comments about the evaluation. She noted these were interim findings and asked the group to carefully review the report and provide additional feedback that could further guide the data analysis for the final report.

UTP Bridge Activities / UTP Student Teacher Placements

Dr. Kellogg and Ms. Kathy Callum provided a review of the efforts underway to bridge the UTP and post-TQE grant program. Dr. Kellogg shared a handout that outlined activities to help with the placement of UTP students in Denver schools after the grant ends. She indicated that she, Kathy Callum, Theress Pidick and Esther Rodriguez met to consider how to approach placements next year.

Ms. Rodriguez clarified that neither DPS nor Metro had funds available to cover the salary and benefits of the UAS site coordinator in the schools. But, in exchange for placing UTP students in the schools, UTP might consider identifying a menu of services that Metro could offer the schools, for example: lesson studies, learning labs, tutoring support, or other services.

Dr. Kellogg and Ms. Callum met with six of eight UAS principals about a possible future with them. Each principal wants to continue to have an on-going relationship with UTP. For example, TJ would like to continue to have UTP students tutoring in the schools; they could be paid through AVID funds. Jill Adams could continue to hold the Writing Center at North. There is strong interest in hosting Metro classes at the schools (at Lake and East), although Chris Jenkins indicated that he would not be teaching a class at Merrill Middle School, so there needs to be follow-up there. Ms. Pidick also noted that MLK is very excited about having Jim Loats working with them on a math lesson study.

Dr. Kellogg also suggested that an outcome of the bridge efforts could be a “guidebook” for cooperating teachers, students and supervising faculty that outlines expectations and examples of practices implemented during the field experiences.

UTP March 14 Seminar with Cooperating Teachers

Dr. Champney updated the group on the upcoming UTP seminar with cooperating teachers. Thirty-four cooperating teachers have signed up, along with several UTP students. Five of eight UAS sites will be represented and three students are also attending. Several Metro faculty have been tapped to serve as group facilitators and to keep the conversation going.

She indicated that the agenda for the seminar was designed to focus on cooperating teachers working with Metro students during their three field experiences. The goal is to get people to talk about the field experiences. Dr. Champney indicated she developed an organizational tool with guiding questions that would help the groups brainstorm.

Ms. Rodriguez asked if any Metro professors who have taught 1st/2nd courses would be participating. Dr. Champney indicated that Dr. Sanjurjo who teaches the multicultural course would be one of the facilitators.

Dr. Romagnano stated that the value of the seminar is clear. However, perhaps there is a need for a second step. Along with capturing the voices of cooperating teachers is to get faculty involved. Perhaps, another meeting could be arranged.

Ms. Pidick commented that a big focus at the UTP retreat in the fall was to think about developing a model to guide the field experiences of UTP students. The current structure seems to be a gradual build-up of experiences: 1st field experiences allow students to observe teaching practices in a school, 2nd is focused on classroom management, 3rd is targeted on teaching the content, and then student teaching. Ms. Sue Joseph said that one way to capture field experiences is through electronic evaluations. Currently, evaluations are only conducted of 1st field experiences, they are not conducted for the 2nd or 3rd experiences.

Ms. Rodriguez asked if it is possible to create an immersion program for undergraduates. We need to do more study and analysis about the most effective ways to use field experiences to prepare students for practice in urban schools.

Other Updates

Time ran out without discussion on the following:

- UTP Induction Support
- UPT Activities
- Great Teachers Summit
- Annual Report to the U.S. Department of Education

Ms. Rodriguez indicated that these items will begin the agenda at the next Oversight Committee Meeting to be held on April 9, 2009.

Adjournment

The meeting was adjourned at 10:00 a.m.