



Center for School-University Partnerships Newsletter

Spring 2005



Center for School-University Partnerships
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Notes from the Director



Ginger Zierdt, Director of the
Center for School-
University Partnerships

Greetings from the Center for School-University Partnerships! As we come to the close of another school year, it is most appropriate to share a word of "thanks" to all who have worked so diligently and tirelessly in pursuit of "living" the ideals of PDS. During the 2004-2005 school year, PDS partners have continued to build relationships and commitment to their shared goals within our 3-Year action plan; develop new strategies, roles, and relationships to support their work through Professional Learning Communities; and are beginning to actively influence policies and practices at the district, state, and national levels.

The PDS "Year-End Celebration" held on April 28th at Old Main Village in Mankato, celebrated and recognized partners/"critical friends," projects, and presentations. In each edition of the CSUP newsletter, "projects" have been highlighted via PDS mini-grant award announcements and PDS Learning Community activities, and in this edition, a section dedicated to "presentations" will be revealed. At this time, I would like to express an extra-special thank-you to our "critical friends" who lead and facilitated P-16 PDS activities during the past year.

Partners:

- PDS Governance Council Members:** Supt. Keith Dixon (Faribault), Supt. Dave Johnson (LeSueur-Henderson), Supt. Ed Waltman (Mankato), Supt. Tom Tapper (Owatonna), Supt. Charles Rick (Sibley East), Supt. Jim Schmitt (Waseca), Dean Michael Miller (MSU), and CSUP Dir. Ginger Zierdt (MSU).



Dr. Michael Miller,
COE Dean
Presents PDS Highlights

The PDS Governance Council joins together with a vested interest in the PDS mission, and serves as an advisory body to continue dialogue, assess, evaluate, and shape the course of direction for the realization of the mission for all PDS partners.

- PDS Teachers-on-Special Assignment:** Dan Beert (Mankato), Jerry

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PDS Mini-grant Recipients Receive Recognition

Berg (Sibley East), Lori Bird (Owatonna), Gary Chamberlain (Waseca), Heidi Danielson (Mankato), Mary Danielson-Gates (Faribault), Jean Jirak (Mankato), Sue Moore (Mankato), and Craig Nelson (LeSueur-Henderson).

In order to develop a true partnership, it is essential to draw staff from the partnership districts and from teacher education faculty at the University. Teachers-on-Special Assignment are teacher leaders chosen by an application process within their home districts. These professionals are released from their classroom teaching responsibilities for one or more years, while a Graduate Teaching Fellow steps into their faculty spot assuming their daily teaching assignments while also receiving one-to-one mentoring. These teacher leaders have major responsibilities of which some include:

- Mentoring all first-year, new-to-the-profession teachers in the partnership schools
- To assist the College of Education by serving as student teacher supervisors, clinical field experience coordinators, adjunct faculty providing field expertise, and furthering the PDS initiative as a conduit between K-12 and higher education
- To serve as a staff development, assessment, and/or curriculum resource person in their home districts.

3. **PDS Faculty Liaisons:** Maria Asplund (Department of EEC), Ron Browne (Department of

EEC), Doug Ganss (Department of KSP), Ann Hendricks (Department of KSP), Allen Hoffman (Department of KSP), Patricia Hoffman (Department of KSP), Sandra Mullins (Department of KSP), and Heidi Henschel-Pellet (Department of Human Performance).

Faculty liaisons provide important person-to-person contact in sustaining a PDS partnership. The "typical" university liaison is a faculty member with a quarter-time commitment, who usually spends one day a week, or two half days, at a site; sometimes augmenting his or her facilitating role by conducting research in the PDS, participating in a study group, or other staff development activity. In some cases, university classes are taught at the school site, or the liaison is a supervisor of student teachers/intern counselors/intern administrators, providing more faculty time in the building. Typically, the strong personal connection that develops between the school and university liaison serves as the linchpin of the relationship and connecting point for each organization.

In closing, we continue to realize how partnership models, such as Professional Development Schools (PDS), use their shared work to improve outcomes for P-12 students, teacher candidates, faculty, and other professionals.



Director Ginger Zierdt Applauds Partners

This responsive model continues to shape and mold while using standards as our compass: learning community, accountability and quality assurance, collaboration, diversity and equity, and structures, resources, and roles. Many hands have joined together over the years to dream, plan, and work tirelessly in the quest to serve learners...and we enthusiastically continue the journey in 2005-2006!

Leadership and Collaboration

"Good leaders make people feel that they're at the very heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organization. When that happens, people feel centered and that gives their work meaning." Warren Bennis

Jill Ryan- The Information Source

Jill Ryan has been serving Professional Development Schools since they were known as members of the Lab District seventeen years ago. Ryan serves CSUP as "chief navigator between P-12 and the university when it comes to orchestrating finances of the mini-grants, the Teaching Fellow Program, and CSUP programming. She coordinates all aspects of Human Resources for the Graduate Teaching Fellow program, facilitating the myriad of front-line calls and e-mails that are received from PDS partners. This is only half of her total job! Ryan is also the Administrative Assistant for the College of Education Advising Office.

Throughout her years at CSUP, Ryan has worked with many different COE Deans and CSUP Directors, and she has been invaluable as an information source. Director Ginger Zierdt commented " I, personally, cannot thank Jill enough for assisting me in my first year as CSUP's director – I have asked her zillions of questions, 'picked her brain' on numerous occasions, and she has helped me think about things I hadn't realized I needed to think about." Ryan's disposition, thoroughness and smile make her a true gift to all who work with her. "Jill has been the ultimate "we can do that" person to me," Zierdt explains, "and all of you who have had the opportunity to work with Jill on PDS activities know what I am talking about."

A Closer Look at a Community of Learners

Based on dialogue that occurred in the 2004 Fall PDS Assembly meeting, professional learning communities were established to begin work on the PDS 3-year mission of "serving the whole learner to bridge the achievement gap." Three learning communities were formed around each central theme: early childhood/school readiness, learners at risk from our ELL/LEP populations, and school-family-community connections. A learning community is a community where transformational learning occurs (deepening the understanding of the issues, transforming beliefs and assumptions, and the creation of a stream of continuous actions that change habits and affect practice.) These PDS learning communities have been highly engaged in the first principle of learning communities, "deepening the understanding of the issues," since February through professional readings and small group dialogues. Members from all across the PDS spectrum have been convening every three weeks, and are beginning to hone in on the second principle of learning communities, "creating the stream of continuous actions that change habits and affect practice." From the Mankato area public schools early childhood and family education school readiness program joined to discuss current issues, share information, and gather information from other early childhood professionals. "This has been a positive experience," Corrine Wesley says. She especially values the opportunity to look at current research and reading materials on the subject and says, "It has helped me increase my leadership skills and help me be more informed."



Members of the Early Childhood Learning Community Discuss Current Research

Learning communities also provide an opportunity for a systematic and regular way of connecting. Learning community member, Denise Schumacher works for Childcare Resource and Referral and conducts home visit-

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ing and training for daycare providers. She is also a Parent Educator for the New Ulm School District. She says, "It's exciting to be with a group of people who are enthusiastic about the same issues." Schumacher believes the early childhood learning community is very timely. She explains that the "State-wide initiative right now is teaching to child care providers what the indicators are of school readiness."

Dr. Susan McWilliams, MSU early childhood professor, says that the learning community "offered me an opportunity to be connected with the real world rather than just the literature." As a new faculty member, McWilliams is able to meet people and learn more the southern Minnesota region. The impact of the learning communities is also intended to extend beyond these communities. Ginger Zierdt explains her role, "As facilitator of this group, one of my major functions is to see that they have materials that are really relevant, so that any of them could carry on this conversation with students, family, and faculty so the information doesn't just stay contained to this group." As the early childhood/school readiness group develops, they will begin to identify a specific focus for their work. Right now they are building the foundation that will be necessary for their future success.

Diversity

"We believe that a good education requires learning from people who are different from yourself in significant ways, so that you can understand those people, the world, and yourself much better." Nannerl O. Keohane

PDS Mini-Grants Help Local High School Students "SHINE"

What began as an idea from Mankato West Senior Chas James, blossomed into a collaborative event that linked high school students, parents, community businesses, MSU cultural organizations, and sports fans. On Friday, February 11, SHINE sponsored "Dance of Nations" in conjunction with the, then undefeated, Mankato West Scarlets boys' basketball team. SHINE is a national organization that stands for "Seeking Harmony in Neighborhoods Everyday." The mission of the



Shine President Iuliana Dabija Greetings Dance of Nations visitors.

group is "to celebrate cultures, educate [their] high school population about differences and foster an appreciation of others." It is a program devoted to increasing tolerance and understanding between social and ethnic groups at school. Throughout the school year, the organization sponsors various cultural field trips, poster campaigns, cultural celebrations, and social events.

Visitors to "Dance of Nations" could sample free foods of many cultures, see dancers and performers,



Visitors have their names written in Japanese characters.



Tibetan Folk dancers perform.

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and enjoy cultural displays free of charge. Seniors Luliana Dabija, SHINE president, and Chas James, vice president, were instrumental in the organization of the event. "We wanted to do something big," James said. Students were involved on various committees including executive, entertainment, decoration, food, and publicity. "The students really took ownership," commented advisor Sherryl Wolff. They sought out local business and MSU cultural organizations to participate. Nearly three hundred people attended "Dance of Nations" and hundreds more watched the Mexican folk dancers that performed for the half-time show. SHINE Advisor and school counselor Sherryl Wolff and TOSA Jean Jirak applied for the mini-grant. PDS Mini-grants are a modest financial means in which CSUP can support and encourage PDS activities/programs/initiatives. PDS Mini-grants are \$1200 each and are awarded equitably to PDS partnering districts.

Humboldt Ninth Grade Academy: Partnership in Teaching and Learning

On Friday, April 29th, seventy-five ninth graders from Humboldt High School in St. Paul visited Mankato as the final phase of a semester-long partnership. During the first phase, Humboldt teachers worked with MSU pre-service teachers in Dr. Patricia Hoffman's KSP course leading a mini-workshop on teaching in an inner city school. The second phase brought the MSU students to Humboldt where the pre-service teachers were able to observe classes, speak with teachers, and shadow a Humboldt student for part of the day.

The two groups of students were then able to reunite at Minnesota State University, Mankato's campus. Upon arriving at MSU, Humboldt students joined by the already familiar pre-service teachers were given a campus tour, by MSU Admission's student staff, and saw residence hall rooms, athletic facilities and the newly renovated Centennial Student Union. The pre-service teachers could also share with the excited Humboldt students what they liked about college while remarking on available opportunities and entertainment on campus.

A panel of current MSU students answered more of their questions about college life. Representatives from the university ROTC program and MSU 2005 Ethnic Heritage Pre-College Summer Institute spoke about available opportunities. Following the presentations, the students dined with pre-service teachers at Carkoski Commons before the group headed back to St. Paul after their whirlwind introduction to college.



Humboldt Students Eat Lunch at Carkowski Commons

Owatonna Students Learn from Future ESL Teachers

A group of graduate students in the TESL program were involved in a clinical that helped prepare ESL students for MCA testing at Wilson Elementary School in Owatonna. Six graduate students, who



Students prepare for the MCA tests with Graduate Student Rocio Sotello.

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are working toward their K-12 licensure, each completed twenty hours of clinical experience providing, in total, one hundred twenty hours of tutoring to third and fifth graders. Through their clinical experience the pre-service teachers were able to work with ESL students, give small group instruction on reading strategies, and see the realities of MCA test preparation. The pre-service teachers were able to immediately put into practice the reading strategies that they had previously learned in theory in their methods courses.

Students began their clinical by observing the ESL teachers delivering MCA testing instruction to their students. The

last few days of the clinical were then devoted to tutoring groups led by the pre-service teachers. The clinical students also had the opportunity to speak with ESL teachers, asking questions about the students' needs, class structure, curriculum, and how the teachers worked together as a team. "The ESL teachers are wonderful and very knowledgeable!" graduate student Rocio Sotello commented.

Principal Amy Davis was highly supportive of this mutually beneficial clinical. Graduate student Erin Holt remarked that Principal Davis' excitement was evident from the very beginning. "The principal met us the first day, toured the school with us and gave us coffee – things that usually don't happen at our other clinicals!"



Graduate Student Erin Holt Tutors Students in Reading Strategies

Graduate student Rocio Sotello said, "Having the opportunity to work with students of a younger age was really valuable for me." Most of the TESL students have another licensure area that in many cases is a grade 5-12 designation. This clinical provided students with the opportunity to work with both third and fifth graders. In addition, the clinical students valued the opportunity to observe the ESL teachers and how they coordinated instruction with the regular classroom teacher.

While overall the experience was educational and eye opening, the clinical students commented that they would have liked even more time for regular

ESL classroom observation. Holt comments that she was surprised after "seeing how No Child Left Behind affects the classroom and the lives of these students. They deal with testing preparation in their mainstream classroom, they do it in the ESL classroom, and then they

would spend a half hour with us every day." Holt continued, "But it was also neat to see the good things that come out of the testing too. You always hear about bad things, but the students are getting great reading instruction too. They are really teaching the kids to think about what they are reading, reminding them to make sure they are thinking when they are reading, and making connections." TESL program instructor Dr. Nancy Drescher agrees that it is good for her students to see how important the MCA test has become, because as she stated, "it's a new reality."

Mentoring and Professional Development

"Who dares to teach must never cease to learn." John Cotton Dana

Growth, Guidance, and Grad School: Experiences of Graduate Teaching Fellows

Graduate Teaching Fellow and second grade teacher Jennifer Plasschaert has had an amazing year filled with new opportunities and challenges. As graduate teaching fellows, first year teachers are placed in classrooms, allowing for the release of the veteran teaching professionals from their classroom responsibilities so they can serve as Teachers on Special Assignment (TOSA). Plasschaert first learned about this program when student teaching last year in the PDS district of Faribault. There she met a Graduate Teaching Fellow who was teaching in her building and listened to the fellow talk about the benefits of this program including graduate credit. Plasschaert was attracted to the opportunity and decided to apply.



*Graduate Teaching Fellow,
Jennifer Plasschaert,
Park Elementary*

While LeSueur-Henderson TOSA Craig Nelson is her official mentor, Plasschaert has also found support through two other veteran teachers in her building. Outside her district, she is able to connect and network with other teachers at the monthly New Teacher Seminar conducted by TOSAs. "I've used a lot of what I've learned at the seminars in the classroom; it's very practical and helpful," says Plasschaert. Graduate teaching fellows are able to bring concerns and problems to these sessions. Also included are professional development activities, time to network and connect with other teachers in common content areas/grade levels, and guest speakers on key topics. Plasschaert noted, "A really helpful session was the one on conferences. They talked about what kinds of things you should do and what worked well for other people."

In addition to her full time teaching duties, Plasschaert is taking nine graduate credits spring semester. While this keeps her incredibly busy, she finds that she can apply much of the information she's learning in her graduate courses right away in her own classroom. Plasschaert also finds the new teacher seminars to make her job easier. She explains, "If I didn't have these seminars, I would have had to gather this information on my own and it would have been a lot more difficult." Her biggest challenge has been dealing with the different learning styles and personalities of the kids while trying to reach everyone. Her mentor, Craig Nelson, helps her work through these challenges and also observes her teaching on occasion. Plasschaert values the career growth, the extra support, and the increased confidence gained from her first year of experience. The observations from her principal boost her professional portfolio too!

As a mom and former lawyer, Joan Frentz Adams is an unusual Graduate Teaching Fellow. She teaches eighth grade social studies at Mankato East Junior High. She was attracted to the graduate teaching fellow program as an opportunity for her to stay in the Mankato district, a priority for her as a mother of two school-age girls.



*Graduate Teaching Fellow,
Joan Adams,
Mankato East Junior High*

Her mentor, Heidi Danielson, provides support and conducts observations and Adams also works with TOSA Jean Jirak who was a former teacher of hers. In addition, Joan was also able to connect to other teachers in her building right away through the collaborative teams in the junior high and she currently serves as the "Gold Team" leader.

Adams says that teaching is even "better than what I expected it to be." She is amazed at how well the teachers get along with each other in her building. Adams appreciates that "nobody treats me like a first year teacher here." She learned early on that "the copy room is where everything happens!" Adams has also been able to connect both informally and formally while working on collab-

orative instruction with fellow teacher Brad Hendricks. Throughout her first year she has received evaluations from her mentor and her principal. She, like Plasschaert, values the seminars not only for the professional development, but also for the opportunity to connect with others that might not happen otherwise. Adams says with a sigh, "We're all so busy!"

LeSueur-Henderson "Training Ground": Where Experience and Excitement Meet

Craig Nelson, Ph.D.

As a part of the Professional Development School relationship between the LeSueur-Henderson Schools and the Center for School-University Partnerships at Minnesota State University, Mankato, many fine teachers at both Hilltop and Park Elementary Schools have been hosting one or two of Dr. Marla Mastin's Block II Clinical Students for the past three weeks. The focus of the class is primarily on Math and Science, but the students are in the schools all day and take part in and teach lessons in other academic areas as well. This is the last on-site experience for these future educators before they begin their sixteen weeks of student teaching.

The Cooperating Teachers voluntarily share their classrooms and their accumulated knowledge of teaching and classroom management skills with the novice teachers. Although they are not paid to do this, they have been very generous in sharing their classrooms and their wisdom with more than 150 MSU students during the past three years.

The Clinical Students bring a sense of excitement to the schools. This is their chance to try out the theories that their professors have been expounding on in their pedagogy classes on campus, and they get to practice with real children rather than with each other. The Clinical Students are expected to be here the same hours as the regular teachers and to act in a professional manner at all times.

The real winners in this whole process are the students of LeSueur-Henderson who get the best of both worlds: the experiences and knowledge that come from years of working with students and the fresh new ideas that accompany the eager clinical students, wanting to fly with their new wings.

The PDS relationship has really flowered this year. ISD # 2397 has been the recipient of two grants from the Center for School-University Partnerships, one that funded an all-staff book study on Data Driven Decision Making, and another that helped fund mental health workshops for the teachers of the district.

Partnerships have occurred on many levels. Many fine student teachers have been placed in our schools this year, students of Dr. Patricia Hoffman conducted a clinical at the high school, other MSU students have been acting as after-school homework helpers to children at Park one day a week this semester, and a workshop was offered by an MSU Professor to all district teachers on identifying and dealing with depression in our student population.

Presentations and Opportunities

"Opportunity is missed by most people because it is dressed in overalls and looks like work." Thomas Edison

The **Department of Educational Studies KSP** is pleased to announce the availability of **summer courses in four graduate programs**. All of these programs are accredited by NCATE and approved by the Minnesota Board of Teaching. Kaleidoscopic in approach and coverage, these programs include:

- Master of Science in Teaching and Learning
- Master of Science in Library Media Education
- Minnesota Teacher Alternative Preparation Program
- Graduate Teacher Licensure Program

The **Master of Science in Teaching and Learning (MSTL)** program has been revitalized with courses designed to be more responsive to the needs of K-12 teachers and school districts and current trends in education. These courses reflect various focal points within the program: Data-Driven Decision Making, Improving Teaching and Learning, Instructional Media in the Classroom, Culturally-Responsive Teaching, Student Development and Learning, and Learning Communities and Leadership.

The emphasis of the **Library Media Education (LME)** program is placed upon supporting graduate students in strengthening and broadening their knowledge, skills, and dispositions needed to function effectively as Library Media Specialist.

The **Minnesota Teacher Alternative Preparation Program (MN TAPP)** offers an alternative pathway into

the teaching profession leading to teacher licensure for those who already have completed a Bachelor's Degree in selected licensable areas: Chemistry, Physics, Earth Science, Life Science, Physical Science, Mathematics, Business Education, and English as a Second Language (TESL). Instead of requiring participants to follow a traditional approach for teacher preparation of academic course work and supervised student teaching before taking over a classroom. MN TAPP works with candidates hired on a limited license and assigned their own classroom.

The emphasis of the **Graduate Teacher Licensure Program** is placed on supporting graduate students in strengthening and broadening the knowledge, skills, and dispositions needed to function effectively as educators. The program is offered for those who have completed a Bachelor's Degree in a licensable field. Candidates entering this program have two options: a 5-12 or K-12 teaching certificate (**Post-Baccalaureate**), or a teaching certificate with a master's degree (**Master of Arts in Teaching (MAT)**).

For further information about these programs and the admission process for each of them, visit the Department of Educational Studies: K-12 and Secondary Programs Web site: <http://ed.mnsu.edu/ksp/>. If you would like information about specific courses offered this summer and how to register for them, please visit the MSU Registrar's Web site: <http://krypton.mnsu.edu/Registrars/>.

The Center for Engaged Leadership is hosting three summer workshops:

- *Integrating Experiential Learning Across the Curriculum*
 - *The Aspiring Superintendents Cohort*
 - *Principals Promoting Effective Teaching*

Integrating Experiential Learning Across the Curriculum

This in-depth, week long workshop provides educators with a solid foundation of the theory and practices of experiential learning. Educators will discuss how to implement activities, projects, and field experiences into their classroom settings, design curriculum that promotes hands-on learning, develop performance based and formative assessment tools and techniques, and discuss how these ideas can be

tied to continuous improvement plans. Individuals will leave this workshop with a better understanding of experiential learning tools for creating experiential lessons, assessment techniques, and all the information necessary to design and implement hands-on lessons.

Workshop Details:

June 13-17, 9:00 A.M.-4:00 P.M.,
2 graduate credits

The Aspiring Superintendents Cohort

This in-depth, week long workshop provides aspiring superintendents with a realistic, practitioner-focused overview of the superintendency. A pre and post assessment tool focused on leadership skills will be administered and used. Practicing superintendents will serve as coaches and mentors. Participants will be coached on the presented knowl-

edge, skills, and techniques. They will also be assisted with the development of a personalized internship experience and a competency-based portfolio.

Workshop Details:

June 20-24, 9:00 A.M.- 4:00 P.M.,
2 graduate credits, CEUs and non-credit options

Principals Promoting Effective Teaching

This two day summer workshop (with a half day follow-up in December) provides principals with a realistic, practitioner-focused overview of effective teaching strategies and evaluation techniques. Participants will be provided with knowledge, skills, and techniques to improve the effectiveness of their existing teaching staff. Practicing principals will serve as peer coaches. Guided by peer coaches, participants will develop a personal plan of implementation.

Workshop Details:

July, 25 and 26, 8:00 A.M.-3:00 P.M. and
December 9, 9:00 A.M. -12:00 P.M.,
1 graduate credit, CEUs and non-credit options

Minnesota Mineral Education Workshop

This annual three-day workshop offers geology and earth science training to K-12 teachers, school administrators, science specialists, and librarians. The program consists of a full day of classroom training followed by a day and a half of field trips. Students will receive a number of resource materials including hands-on activities to take back to the classroom.

Workshop details:

August 2-4, 2005,
2 graduate credits or 3 CEU credits

Contact Information:

Ginger Zierdt, Director CSUP,
E-mail: gingerzierdt@mnsu.edu
Phone: 507-389-5444,
Fax 507-389-2838

Fall 2005 Conference: Adlerian Play Therapy

Presented by Terry Kottman, Ph.D., RPT-S

Friday, September 23, 2005 • Centennial Student Union • Minnesota State University • Mankato, MN

Course Overview

Attendees will learn how to apply the basic concepts of Adler's Individual Therapy to play therapy with children and their families.

Course Objectives

Applying Adler's Individual Therapy through:

- Building an egalitarian relationship with children and parents
- Interacting through play and role-play with the child
- Setting limits in play therapy
- Exploring the child's Life Style
- Helping the child gain insight into the child's Life Style



Terry Kottman, Ph.D., RPT-S

- Reorienting and reeducating the child for improved behaviors beyond the play therapy room
- Consulting with parents and teachers

Continuing Education and Graduate Credit

Six clock hours of continuing education are offered. Graduate credit for this Academy Conference is available for persons completing additional study and meeting basic graduate admission requirements. Details on additional requirements, cost, and registration are available by contacting Ginger Zierdt at the address below.

Contact Information:

Ginger Zierdt, Director CSUP,
E-mail: gingerzierdt@mnsu.edu
Phone: 507-389-5444, Fax 507-389-2838

Celebrations

"How important it is for us to recognize and celebrate our heroes and she-roes!" Maya Angelou

NCATE Results—Accreditation Renewed Maureen Prenz Ph.D

This March, the College of Education (COE) received long awaited news. The National Council for Accreditation of Teacher Education (NCATE) renewed the COE's accreditation until 2011. NCATE is a non-profit, non-governmental alliance of 33 national professional education and public organizations representing millions of Americans who support quality teaching. NCATE's approving nod means that the teaching methods, clinical experiences, relations with school partners, resources, and professors employed within the COE meet the high standards and criteria set by NCATE and, subsequently, the Minnesota Board of Teaching (BOT).

Every seven years, the colleges of education that wish to bear the distinction of NCATE's accreditation undergo rigorous examination. In November 2004, members of NCATE and the MN BOT came to MSU for a three-day campus visit. During the visit, the NCATE and BOT members held numerous meetings with faculty, staff, school partners, and students in order to question and learn how the COE meets national standards. The members also studied documents, reports, and statistics covering all aspects of the COE, from the fulfillment of its mission statement to its distribution of funds. When the visit concluded, the members returned to their respective posts to draw up their report on the institution.

The COE's careful preparation for this visit (beginning in 2002) resulted in success and praise for the College of Education and all of MSU. This stamp of approval provides the public the assurance that MSU's College of Education prepares quality teachers, school specialists, and administrators for the future.

PDS National Conference, Proposals Accepted

Conference conversations have revealed over time that there is no one cookie-cutter model for a Professional Development School. While there are national standards delineating core components of any successful PDS, the actual construction and governing of a partnership and the implementation of best practice in that partnership vary significantly from site to site. What conference participants have appreciated throughout the years is hearing how different PDS collaborations address these issues of construction and implementation. Presentation proposals submitted for the 2005 National Conference were evaluated on the degree to which they identified and conveyed a specific focus. They were also evaluated on the degree of collaboration exhibited by the presenters since PDS work is inherently collaborative, and so proposals offered by teams cutting across layers of the P-16 continuum were more likely to be accepted. Our PDS had five proposals accepted, and three proposal teams subsequently presented this past March to a national and international PDS audience.



Stronger Families and Communities Group Presented at National PDS Conference

Don't Just Rekindle the PDS Fire - Use The Blowtorch! A Restructuring of PDS Governance
Presenters: Ginger Zierdt, Minnesota State University; Lori Bird, Lincoln Elementary School; Mary Danielson-Gates, Roosevelt Elementary School

The Power of Their Stories: Constructing the Larger Narrative of Stronger Families and Communities in the Faribault School District
Presenters: Patricia Hoffman and Doug Ganss, Minnesota State University; Joel Timmerman, Tracey Magnuson, Efen Maldonado, Jane Voit, and Lisa Simons, Roosevelt Elementary School

Using Informal Assessments to Measure Teacher Candidates' Impact on Student Learning In an Early Field Experience
Presenters: Bethann Lavoie, Sandra L. Mullins, and Debra Anderson, Minnesota State University; Jill Louters, Faribault Middle School

PDS Mini Grants Awarded

Round #3 (February 15th Deadline)

Waseca	"Electronic Curriculum Resources via SOCRATES Staff In-service" Hartley Elementary Mary Jenatscheck and Katheine Mentjes (Gary Chamberlain)
LeSueur-Henderson	"Mental Health and Our Students In-service" Edrie Barton and Patricia Hoffman (Craig Nelson)
Faribault	"Differentiating Instruction in the Regular Classroom Workshops" Jefferson Elementary Sharon Hull and Mary Danielson-Gates

Dr. Jean Haar Appointed to the State Board of School Administrators

On January 26th Minnesota Governor, Tim Pawlenty appointed Dr. Jean Haar to the State Board of Administrators (BOA). Dr. Haar is an Assistant Professor in the

Department of Educational Leadership and active in PDS at Minnesota State University, Mankato. She is the Director of the Center for Engaged Leadership at MSU. Her BOA term runs through January 5, 2009.

A Special Congratulations and Farewell

This school year marks the end of a chapter for two long-term partners and PDS friends. Superintendent, Charles Rick, of the Sibley-East Public Schools has accepted a new position as Superintendent for the St. Louis County School District. Rick served as the previous PDS Co-chair from 2002-2004 and has been a committed partner to the PDS mission. Faribault Public Schools Superintendent, Keith Dixon also has accepted a position as Superintendent for Duluth Public Schools. Dixon has served in PDS partnership as Faribault Superintendent for the past ten years. His dedication has been not only toward developing a strong PDS partnership, but also encouraging partnerships between families, schools, and his community of Faribault. Congratulations to both and PDS thanks you for your service, friendship, and commitment!

Resources and Links

Lawrence-Lightfoot, Sarah. *The Essential Conversation: What Parents and Teachers Can Learn from Each Other*. New York: Random House, 2003.

<http://www.nsd.org>.
National Staff Development Council.
The National Staff Development Council (NSDC) is the largest non-profit professional association committed to ensuring success for all students through staff development and school improvement. There is an extensive staff development article library available on their Web site.

www.teachers.net Mentoring expert,
Harry Wong's column and article database.

What's Ahead...

CSUP invites you to regularly explore, learn of new events and happenings, and post comments and queries to its web site: www.coled.mnsu.edu/NewWeb/CSUP/csup.htm