

Montclair State University

Documentation of the Teachers for a New Era Learning Network

April 2009

INTRODUCTION

The Academy for Educational Development (AED) sent a research team to Montclair State University (MSU) on September 25-26, 2008 to conduct interviews with individuals who play important roles in the university's teacher preparation program. These interviews, along with additional documentation provided by MSU and identified by the AED research team, provide the basis for this case study.

This case study is one of nine prepared by AED to document evidence of institutional change in teacher preparation at nine of the 30 universities that took part in the Teachers for A New Era (TNE) Learning Network, an initiative supported beginning in 2005 by a grant from the Annenberg Foundation, with additional funding from the Carnegie Corporation of New York. AED selected the nine universities based upon a variety of factors, including their degree of engagement in the Learning Network, and their willingness to specify a program objective and indicator (s) of change that reflected important work underway and would serve as the focus of this case study.

Institutional change, for the purposes of this study, means change that goes beyond adjusting course curricula, or degree requirements, or even holding meetings across university departments. It means change that transforms a teacher education program's organizational structure, culture, external relationships, and ways of assessing the outcomes of its work. Such change is often based on research evidence, involves sustained partnerships with school districts and personnel, establishes cross-college and cross-departmental pathways for work and communication, increases the quality and length of time that candidates spend in school settings, and assesses its teacher candidates on their effectiveness in the classroom. Institutional change is not change for change's sake, but a mission-driven effort to refocus the activities of the teacher education program on the effectiveness of their graduates in helping pupils learn.

Based upon the nine case studies, the AED research team will prepare a cross-case study that will document and analyze evidence with bearing on four broad research questions:

1. Is there evidence of institutional change along the lines of the TNE design principles in the preparation of teachers at these institutions?
2. In what categories of change does this evidence appear?

3. Around which indicators do these appear?
4. What aspects of the Learning Network, if any, are reported to have triggered or enhanced the occurrence of change or supported its continuation?

The nine case studies will be made available to the Annenberg Foundation and to Carnegie Corporation of New York. The cross-case study will be published as part of a major publication, also funded by the Annenberg Foundation, which will serve as a final report and recommend next steps for the TNE Learning Network.

DETERMINING THE FOCUS FOR THIS CASE STUDY

University-based teacher preparation is a complex enterprise with many elements and many players, and this is especially true for universities attempting fundamental change. To provide a manageable focus for these case studies, AED staff asked the TNE Learning Network universities to select one program objective by which they would wish to document their progress. AED asked that this objective (1) reflect an important aspect of teacher preparation at their institution, (2) address one or more of the TNE principles, and (3) logically connect to pupil success. They were also asked to specify indicators that the change sought was occurring.

The authors of the MSU statement selected as their objective:

To improve and expand the induction program and create a more coherent and seamless continuum of teacher development from preservice through induction years and beyond in our Newark-based partner schools. The new and improved program will serve as a model for other schools throughout the Newark Public School district and ultimately for all of our partner MSUNER [Montclair State University Network for Educational Renewal] school districts.

This objective addresses the third TNE principle, “Teaching as an academically taught clinical profession.” More specifically, the proposed induction program would draw on parts 2 and 4 of the third principle, “schools as clinics,” and “residency (induction).”

MSU proposed to pilot the improved induction program first in the seven Newark elementary and secondary schools involved in the Partnership for Instructional Excellence and Quality (PIE-Q).

The authors of the MSU statement proposed as their indicators of change:

The Newark Public Schools has become a district of choice among Montclair State pre-service students, based upon new hiring practices that give MSU student teachers preference. There will be less teacher attrition during the first five years in PIE-Q schools and new teacher satisfaction will surpass that of the rest of the school district.

The Newark Public Schools district has identified teacher recruitment and retention as a critical need. Vacancies occur in all areas, and of the more than 2,000 teachers hired since July 1999, almost 70% are no longer with the district. Shortages are felt especially hard in science, math, special education, and instrumental music.

Lastly, the authors of the MSU statement proposed to look for evidence of improved pupil achievement in the PIE-Q schools and any links between that improvement and the presence of MSU student teachers.

This case study documents the new induction work underway in the PIE-Q schools and concludes with reflections on progress toward the indicators of change and pupil achievement improvement that MSU had hoped to see as a result. Because this work occurs within the context of MSU's extensive history with innovative teacher preparation and collaborative partnerships, the case study also describes key aspects of that history.

HISTORY OF INNOVATION

MSU was one of thirty universities selected by the Annenberg Foundation and Carnegie Corporation of New York to take part in the TNE Learning Network, whose most basic purpose was to encourage a broader circle of universities to adopt the three principles of Teachers for a New Era as the guiding directions for their work. Much of Montclair's reform work was already informed by similar principles, and the university and its partners had already progressed significantly towards their institutionalization.

Founded in 1908 as The New Jersey State Normal School at Montclair, the school was later renamed Montclair State College. The institution served primarily as a teachers' college for its first five decades, before beginning to admit liberal arts students and reorganizing along a university model in the 1960s. The college became Montclair State University in 1994, but teacher preparation remains a university-wide priority. Montclair graduates more than 800 new teachers annually.

MSU's reputation for innovation in teacher preparation stretches back decades. Their Center of Pedagogy (CoP), the first in the nation, was established in 1995 and continues to serve as a model for similar centers around the nation. The CoP administers academic, outreach, and grant-related programs for initial teacher education. It includes the following offices: the Office of Teacher Education Admissions and Retention; the Fieldwork Office, which oversees the placement of pre-service teachers in fieldwork and student teaching sites; the Montclair State University Network for Educational Renewal (MSUNER), which coordinates school-university partnerships; the Agenda for Education in a Democracy, charged with sustaining and maintaining Montclair's vision of the purposes of public education in a democracy; the Teacher Education Advocacy Center (TEAC), which recruits, advises, supports and provides guidance, professional information, and networking for teacher education students from diverse cultures, races, and backgrounds; the Office of Urban Initiatives, which oversees programs and partnership grants related to the recruitment and retention of teachers for urban schools; the ADP Center for Teacher Preparation and Learning Technologies, which functions as a hub for instructional design and educational technology and includes a curriculum resource collection; and the Doctoral Program in Pedagogy.

The coordinating and oversight body for all aspects of teacher education at MSU, the CoP coordinates the coalition of faculty members and administrators from the arts and sciences, education, and the public schools. (Arts and science faculty at Montclair actually represent three distinct colleges: the College of the Arts, College of Humanities and Social Science, and College of Science and

Mathematics.) Each of the three partner bodies are equally involved in the ongoing work of teacher education, as policies and practices are established by collaborative groups with equal representation from all parts of what is known as the “Tripartite.” The CoP also coordinates the Teacher Education Policy Committee, which is the oversight body for policy and curriculum for undergraduate and graduate certification programs.

More than 100 MSU arts and sciences professors have taken part in the CoP Leadership Associates program over the last 10 years. Adapted from the national Leadership Associates Program of the Institute for Educational Inquiry, this program consists of an intensive summer seminar for 25 Tripartite members focused on public education in a democracy and issues such as social justice and equity. Leadership Associates continue to meet during the following academic year and undertake inquiry projects.

The work of the CoP is informed by the belief that public education is critical to creating and sustaining a political and social democracy, an orientation to teacher preparation codified in the Agenda for Education in a Democracy, a nation-wide research-based effort to effect simultaneous renewal of both schools and the education of educators that strongly influences MSU’s partnership work. Informed by the Agenda, MSU’s four-part mission for teacher education seeks: 1) To facilitate the critical enculturation of the young into a social and political democracy; 2) To provide to all children and youths access to knowledge, which entails disciplined encounters with all the subject matters of the human conversation; 3) To engage in pedagogical practices that forge a caring and effective connection between teacher and student; and 4) To exercise responsible stewardship of our schools.

The centerpiece of the MSU teacher preparation program is a document called the *Portrait of a Teacher* (see Appendix A). Written jointly by faculty from the university and its partner schools, the *Portrait* is a set of 12 statements that embody MSU’s vision of an educator. The *Portrait* is used to inform admission, assessment of student teaching, and professional development for teachers. The *Portrait* both describes the program’s ideal graduate and informs continual program renewal. First developed in 1996, the *Portrait* has undergone several revisions and was recently revised to align with MSU’s institutional standards. These standards were created in 2003 and align with the National Council for Accreditation of Teacher Education (NCATE) standards.

HISTORY OF SCHOOL PARTNERSHIPS

The CoP includes several administrative offices that oversee all aspects of teacher preparation, including the Montclair State University Network for Educational Renewal (MSUNER), which coordinates the school-university partnership. Established in 1987, the MSUNER functions as the organizing vehicle for collaboration between the University and over 25 member school districts.

The Network promotes the simultaneous renewal of the schools and the education of educators. Per the CoP, MSUNER pursues three primary goals: 1) We will move forward in our commitment to teaching for critical thinking as an educational ideal; 2) We will consider what it means to make a commitment for all teachers to work to enculturate the young as citizens in our political and social democracy and to examine the moral implications of teaching; and 3) We will work to prepare teachers

who see themselves as stewards of best practice and who understand the nature of change within the institutions in which they work. These goals inform curriculum design, recruitment, teacher education, faculty development, retention, and evaluation processes for work both at the university and in partner schools. The Network provides a variety of professional development opportunities including on-site mini courses, conferences, seminars, individual and small group grants, as well as action research grants, to the educators in our partner schools.

Each of the MSUNER partner districts agrees to pay annual dues, matched by MSU, which finance the partnership's administration and other activities. Each member district appoints a district coordinator (usually a teacher) who receives an honorarium from the Network to serve as a liaison between the district and the Network. The district coordinator also represents the district on an Operations Committee that helps plan MSUNER events. MSUNER's policy-making body is the Executive Committee, which consists of central office representatives from each district, the Dean of the College of Education, the Director of the CoP, Center of Pedagogy staff, and the MSUNER director (a university staff member).

Member districts agree to participate in the partnership for a minimum of two years and to give priority to MSU students for placement in clinical assignments. The university, in turn, coordinates partnership activities, provides space and funding for MSUNER professional development programs, and enables faculty members to do work in member schools through a Faculty Scholarship Program and discounted faculty consultancy rates for schools in partner districts. Through MSU's membership in the National Network for Educational Renewal and NEA's Teacher Education Initiative, MSUNER members have the opportunity to participate in national conferences and forums devoted to school and teacher education renewal.

MSU hosts a MSUNER Summer Conference for teachers and administrators each year, featuring mini-courses, research presentations, and technology demonstrations. The relationships between district staff at different schools is one important outcome of these sorts of meetings; MSUNER's director describes it as a "sign of success" when the partner districts begin to look to each other for common resources and to explore new directions together. These types of district collaborations are largely the result of the personal relationships developed at MSUNER gatherings.

The university also facilitates grant writing and disseminates information about external funding sources for MSUNER, a feature of the partnership that has allowed many teachers and administrators from member districts unique access to opportunities that otherwise would have been unavailable to them. New Jersey State Department of Education encourages local education agencies to partner with institutions of higher learning and provides for federal and state grants to districts and universities engaged in these partnerships; the stability of MSU's existing partnerships with MSUNER districts means they are well-positioned for receiving these grants. The fact that MSUNER is a dues-paying organization provides a sustainability that, according to partnership staff at the university, is very attractive to outside donors. This is reflected in recent grants to MSU that have allowed for a variety of research-oriented professional development activities for teachers and administrators. Through

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the Teacher Study Group Grants, Dodge Action Research Grants, and Teacher Incentive Grants, MSUNER provides funding to individuals and small groups of teachers and administrators in a competitive process. Grant recipients pursue independent inquiry projects and research on a topic of their choosing, and present their results at the MSUNER Summer Conference. “It was like a wildfire,” declared one teacher at a partner elementary school of the reaction at her school to an initial action research grant. Teachers went on to form several new professional learning teams, all of them planning to apply for grant funding through the MSUNER.

Each MSUNER member district is further entitled to ten hours of MSU faculty consultation. Many districts use this benefit to offer professional development workshops in the schools. Each semester, MSUNER also offers the Professional Development Series, an assortment of 6-hour mini-courses in a wide variety of topics that are offered on-site in membership schools after school hours. Teachers and administrators from any of the member districts may register for these courses, and novice MSU teacher education graduates from school districts in or outside of MSUNER may also register as “associates,” and take advantage of mini-courses and other professional development opportunities. MSUNER is a registered provider of the 100 hours of professional development required over every five-year period according to the New Jersey Professional Teaching Standards Board. MSU also offers a series of small, liberal arts seminars for teachers in partner schools, taught on campus by university faculty, known as Teachers as Scholars seminars. Montclair’s Teachers as Scholars program is one of 29 throughout the country funded by the Woodrow Wilson National Fellowship Foundation.

Six of the MSUNER districts provide Professional Development Schools (PDS) settings, offering professional development opportunities for novice and experienced teachers as well as learning opportunities for MSU students. MSU students in clinical placements throughout the district attend courses offered in the PDS. The coursework grows out of collaboration between university and district staff. MSUNER staff hope to eventually move toward what its director calls “teacher preparing schools,” where student teachers enter as a cohort and the responsibility for preparation of future teachers is understood by all in the school as their role.

MSUNER professional development activities are open to all teachers and staff from partner districts, but teachers in member districts can also apply to the university for appointment as Clinical Faculty members. Once appointed, Clinical Faculty members can serve as cooperating teachers, on-site education mentors, co-facilitators of professional development workshops, co-teachers of student teaching seminars, and adjunct faculty for other courses at the university. Clinical Faculty from member schools also serve on committees and task forces at the university. Clinical Faculty are required to take three Professional Development Series mini-courses during their first three years, in Teaching for Critical Thinking, Mentoring/Coaching Strategies, and Culturally Responsive Teaching. MSU prefers to place student teachers with these Clinical Faculty and always places them in network schools. In cases where a Clinical Faculty member is not available, student teachers are placed with “cooperating teachers,” who have taken a two-day on-site mini-course in coaching and mentoring. Much of the training for both Clinical Faculty and cooperating teachers is geared towards working with MSU students, focusing on procedure, providing effective feedback, and communication skills. Montclair has provided this mentoring and coaching training to more than 600 teachers in the last two years.

PARTNERSHIP FOR INSTRUCTIONAL EXCELLENCE AND QUALITY (PIE-Q).

While MSU has partnered with districts through the MSUNER since 1987, in 2004 the university, Newark Public Schools (NPS), and the Newark Teachers Union (NTU) launched a new and much deeper type of partnership. The Dean of the College of Education and Human Services and the NPS Superintendent met to launch a new type of partnership that would result in simultaneous school, university, and teacher renewal. This new collaboration is embodied in the Partnership for Instructional Excellence and Quality (PIE-Q). PIE-Q consists of a network of seven participant schools consciously selected to represent high-performing urban schools, reflecting the university's belief that its student teachers are best served by apprenticing in high-performing schools.

Suburban Montclair is just seven miles from Newark, New Jersey's largest city and largest school district with 82 schools and more than 42,000 students. Sixty-one percent of Newark Public School students are of African descent (African-American, Caribbean, or West African), 29 percent are Hispanic, and nine percent are white. Approximately 80 percent of the youth in City schools qualify for free or reduced price lunch.

PIE-Q's seven elementary and secondary schools function as "testing labs" for new policies and programs that MSU may eventually expand to the rest of the Newark Public Schools. These new programs involve intensive school-university collaboration on strategies to improve teacher preparation, district recruitment and hiring practices, and teacher retention, all in an effort to create a developmental continuum of teachers and leaders for the Newark Public Schools. The partnership hosts an annual Urban Educators Institute to showcase these urban public schools to university faculty and students. PIE-Q schools also participate in MSUNER's ongoing professional development. The PIE-Q Leadership Council (which includes a union representative, school administrators and teacher leaders, MSU administrators, faculty and staff) meets monthly to plan partnership activities.

The depth of collaboration means that PIE-Q is characterized by tremendous buy-in on the part of the schools involved. Teachers and administrators are quick to praise the benefits of their partnership with MSU: the principal at one PIE-Q elementary school attributed improved morale and sense of community at her school to the partnership. Initially supported by a P-12 Higher Education/Public School Partnership Program grant from the NJ Department of Education, the strength of commitment among the PIE-Q partners has led to additional external funder investment in the Newark Public Schools from Strengthening and Sustaining Teachers, the National Commission on Teaching and America's Future (NCTAF), the New Teacher Center, the Victoria Foundation, and \$1.6 million from the Prudential Foundation to recruit and prepare new mathematics and science teachers for Newark.

PLANNING AND IMPLEMENTING A COMPREHENSIVE INDUCTION PROGRAM

Montclair's vision of induction is of "a coherent and seamless continuum of support from pre-service through induction years and beyond." The induction model aims to be attentive to the stages of development that novice teachers go through, differentiating support in keeping with candidates' and teachers' needs at different developmental stages. MSU's recent efforts to improve and expand its induction program place equal importance on preparing teacher candidates for the reality of teaching in urban schools and supporting novice teachers as they enter and strive to succeed in these schools.

MSU's decision to pilot their specialized mentoring and induction work in the Newark Public Schools through PIE-Q reflects the CoP's conscious orientation toward urban school renewal.

The CoP's Urban Teaching Academy (UTA), open to undergraduate and graduate students, is a specialized strand in the teacher education program that is designed to prepare and support education candidates interested in teaching in urban schools. Students enrolled in the UTA are required to take a specific set of courses and participate in community-based experiences that have been determined to correlate best with preparing urban educators. Students take UTA classes and are placed in the field as a cohort. UTA enrollees are also involved in a community internship in an urban setting.

In addition to the UTA, MSU is the lead institution of the New Jersey Consortium for Urban Education, which recruits, prepares, and places new mathematics, science, and special educators in the three largest school districts in the state, Paterson, Jersey City, and Newark. Last year, the Consortium focused on providing professional development on induction to administrators in the partner districts.

Induction Support for Pre-Service Candidates

The pre-service induction support offered by MSU aims to address what CoP's director calls the "culture shock" new teachers can experience in school environments, which function very differently than other types of organizations. This disequilibrium may be compounded when pre-service teacher candidates or new teachers are placed in an urban school, a type of environment with which many of Montclair's students are unfamiliar. In recent years, Montclair's teacher preparation program has embedded field experience into every CoP course prior to the professional sequence (i.e., student teaching), and increased the number of hours in the professional sequence to give candidates more time in the field. MSU's induction efforts aim to help teacher candidates past the egocentricity of their initial reaction to being in the school environment, and refocus on why it is that they are there, that is, pupil learning.

All undergraduate students in the teacher education program are required to take field experience courses, typically in the last two semesters of their program. All students complete these field experiences in school districts that are MSUNER partners, and MSU strives whenever possible to place cohorts of teacher education students in schools where there are a number of Clinical Faculty members. In many MSUNER member schools, Clinical Faculty meet regularly as a group with student teachers to discuss important issues of teaching, learning, and mentoring. This climate of professionalism and spirit of inquiry allows student teachers to truly become junior faculty members.

The most intensive efforts to improve induction are concentrated in the PIE-Q schools, with the understanding that they will eventually scale up to the rest of the MSUNER partnership. These efforts for pre-service teacher candidates focus on increasing and intensifying mentoring during field experiences coupled, with on-site courses for teacher candidates in partner schools. Before admission to the program, all of MSU's undergraduate teacher education applicants "shadow" effective teachers and conduct 10 hours of community service in PIE-Q schools in the required course, "Public Purposes of Education in a Democracy." The course gives public school students an opportunity to see college students in their schools while at the same time exposing MSU students, some of whom have little familiarity with urban environments, to high-functioning urban schools. In addition, MSU's

Elementary Art Methods course is held in 4th grade general and ESL classrooms in a PIE-Q school. District staff appreciate these innovations, seeing it as a conscious and deliberate effort on MSU's part to dispel myths and stereotypes about urban education.

The ongoing contact between MSU faculty and students and Newark schools means that district staff "know what MSU is preparing students for." With 5,000 teachers employed in Newark, and hundreds of positions to fill each year, the partnership has come to function as a pipeline into student teaching and subsequently to teaching in the district.

Induction Support for Novice Teachers

By law, every beginning New Jersey teacher is assigned a "support team" to provide guidance and support during the first (induction) year. First-year teachers pay a fee, deducted from their paycheck, to fund the services of the support team. Though New Jersey mandates that every first year teacher be paired with an experienced mentor teacher and requires mentoring and induction plans from districts, the state does not fund or delineate any specific mentor training. In Newark, the district-level Office of Professional Development began holding mandatory professional development sessions for mentor teachers by Resource Teacher Coordinators in the 2007-2008 school year. All of these Resource Teacher Coordinators, as well as individual mentors and administrators from the PIE-Q schools, attended a New Teacher Center (NTC) training.

Montclair also offers an extensive array of professional development opportunities for teachers and administrators in partner schools, much of it geared specifically towards working with Montclair students and graduates. According to Newark Public Schools' Director of Professional Development, MSU's responsiveness to school needs is a key to the success of these offerings: "They ask, 'How does this concept fit your needs? How is it beneficial to you?' That's the most important thing in our partnership."

PIE-Q expands the state's definition of induction to include more than just the first year of teaching. Administrators and veteran teachers in PIE-Q schools have made efforts, influenced by the NTC training and instruments, to extend official and unofficial support to second-year teachers and to teachers in their third through fifth years of teaching, recognizing that new teachers in each of these stages have different needs. In one example, a PIE-Q elementary school principal performed a needs assessment of first, second, third year, and veteran teachers and, through the PIE-Q partnership and with the help of teachers, developed a matrix of the different kinds of support these groups need. Largely in response to this needs matrix, experienced teachers have implemented a new teacher support program that is held once a month before classes for beginning teachers and teachers new to the school. Facilitated by experienced teachers, this group addresses new teachers' concerns as they arise, often with regard to classroom management and school policies and procedures.

At the same school, first-year teachers are assigned an unofficial "buddy" in addition to the official state-mandated mentor. Buddies maintain an open door policy, resulting in what one first-year teacher called a "friendlier and more supportive" environment. "I feel like I have all these mentors all the time," said another first year teacher.

MSU and NPS have also partnered with other organizations to pursue innovative retention efforts in PIE-Q schools. One retention initiative that has been in place over the last 6 years is between the NPS,

MSU, and the Children's Literacy Initiative (CLI), a non-profit organization based in Philadelphia that aims to close the gap in reading achievement between children in high-poverty neighborhoods and their middle-class counterparts. The collaborative allows MSU UTA student teachers to observe high quality instruction in model CLI classrooms in the Newark Public Schools and provides professional development supports for new teachers as they enter the school system.

This past year, the Victoria Foundation funded the Classroom Inquiry Project to create communities of inquiry within and among intermediate (3rd – 5th grades) grade school teachers in PIE-Q Schools. The goal of the Project is to increase the professional competence and career satisfaction of MSU pre-service and urban teachers in their 2-5th year of teaching to influence their positive retention in the profession and in the school district.

New Teacher Center Professional Development

In February 2007, the New Teacher Center (NTC), based at the University of California Santa Cruz, announced a new professional development opportunity in induction for university-based teacher preparation programs, funded by the Carnegie Corporation of New York. Universities participating in either Teachers for A New Era or the TNE Learning Network were invited to participate in an Induction Institute in the spring of 2007, and subsequently to apply for more extensive assistance from NTC, specifically an assessment visit to be followed by some combination of the professional development training NTC offers. MSU opted not to continue working with NTC facilitators after initial training sessions, but they continue to use NTC instruments.

The NTC training came at an opportune time for MSU because the CoP had already focused on induction, and the training helped Montclair and partner schools build on and expand existing activities. In fact, the dean of MSU's College of Education and Human Services described it as "the most valuable" piece of their involvement in the Learning Network.

MSU's mentor training program follows NTC guidelines in its use of the "Phases of First-Year Teaching" model, NTC observations and scripts protocols, and reliance on the standards-based approach. The standards-based approach has become increasingly visible in New Jersey, which adopted new professional standards for teachers and administrators in 2003 as part of new licensing requirements. Use of the NTC model has highlighted the importance of standards and allowed MSU to build a common language around standards with staff in partner districts.

EVIDENCE OF INSTITUTIONAL CHANGE

At the outset this case study described MSU's proposed program improvement objective, as well as the indicators of change and evidence of pupil success that they hoped would result from the upgraded induction effort in the Newark Public Schools under the auspices of PIE-Q. The AED site visit and other background information documented the expanded induction activity in the PIE-Q schools, including its focus on a "seamless continuum of teacher development from preservice through induction years and beyond." The changes observed document the university's fundamental commitment to the third TNE principle, specifically, the enhancement in quality and quantity of clinical experience for preservice teachers, as well as induction support for novice teachers.

Impact on Candidate Choice, Hiring, Attrition, and Satisfaction

MSU's statement noted four hoped for indicators of change as a result of the enhanced induction effort in the PIE-Q schools:

- Newark Public Schools becomes a district of choice among MSU pre-service students,
- New hiring practices give preference to MSU student teachers,
- Less teacher attrition occurs during the first five years in PIE-Q schools, and
- New teacher satisfaction surpasses that of the rest of the school district.

In 2008, more than 520 Montclair students spent time in PIE-Q schools learning about teaching. Many of the Montclair students exposed to Newark Public Schools through PIE-Q apply to and are selected into the university's Urban Teaching Academy. Anecdotally, Montclair faculty report that PIE-Q, and especially the "Public Purposes" course, have influenced placement already, with more teacher candidates choosing to student teach in urban schools. More than 50 MSU teacher education candidates have been hired by the Newark Public Schools in the past two years.

It is too soon to observe change along the lines of the third and fourth indicators, concerning teacher attrition and satisfaction. However, the professional development opportunities available to teachers in partner schools, particularly the opportunity to engage in collaborative research with colleagues, are described by Newark Public Schools' Director of Professional Development as energizing even for veteran teachers. According to MSUNER's director, "It's important for retention to give teachers a chance to lead as teachers, especially at that critical period of four to six years in teaching... PIE-Q [has done] a tremendous job of building teacher leaders." A kindergarten teacher in one partner school agrees, saying, "Because of the partnership, everybody wants extra jobs and to take on leadership roles." Novice and experienced teachers alike are able to establish and build upon a relationship with MSU, as one first year teacher stated, "I feel connected, like I can go back and forth between the school and the university.

Impact on Pupil Success

PIE-Q has begun to document the effects of the program by collecting pupil achievement data from two partner schools. At one partner high school, student passing rates on statewide standardized tests in language arts literacy and mathematics have improved since its partnership with Montclair began in 2004: between 2004 and 2006, passing rates for language arts literacy improved from a low of 88.2% in 2004 to 98.1% passing in 2006; Grades 7-9 improved to 100% passing in the same category, with grade 11 scores holding steady at 97.1% since 2004. Similarly, mathematics pass rates have seen improvement from a low of 64.5% passing in grade 9 in 2004, to 84.1% passing in 2006. The other grades have also seen improvement in mathematics achievement. Grade 7 passing rates increased from 87.5% passing in 2004 to 100% passing in 2006. Grade 8 passing rates in math went from 89.5% in 2004 to 95.3% passing in 2006. Grade 10 passing rates rose from 74.1% in 2004 to 90.7% in 2006; grade 11 student pass rates went from 94.2 to 98.1% passing.

In the one partner elementary school from which data has been collected thus far, third and fourth grade student performance on the 2007 NJASK (New Jersey Assessment of Skills and Knowledge) 3 and NJASK 4 standardized tests was strongest in classrooms where MSU student teachers served.

Although researchers have not yet performed the value-added analyses on pupil data that could establish causal relationships between the presence of MSU graduates or student teachers in the classroom and improved achievement, the results are promising enough that faculty believe the success of the partnership is evident. MSU would like to see the PIE-Q partnership scale up to include more schools within the Newark school district and would eventually like to see the model expand to other MSUNER districts.

Elements of Learning Network Influence

A core purpose of the site visits was to document any evidence that participation in the TNE Learning Network contributed to institutional change in teacher preparation at the university. MSU was an active member of the Learning Network, sending teams to all three annual meetings, hosting a regional meeting for New York and New Jersey area universities following the second Learning Network meeting, and taking part in the New Teacher Center professional development opportunity.

ANNUAL MEETINGS. Montclair faculty found the meetings useful as forums to engage with others in similar positions at other universities. This engagement fostered new and different perspectives on work that was already underway, and also served to elevate interest in that work across the university.

The Learning Network meetings also helped Montclair faculty to establish, and in some cases reestablish, professional relationships with colleagues from other universities in the region, including Bank Street College of Education, Columbia Teachers College, NYU, and Brooklyn College. With the realization that others in the region were struggling with similar issues, MSU hosted a regional meeting focused on assessment and involvement of the arts and sciences in teacher preparation. This meeting allowed MSU's arts and sciences dean to demonstrate her leadership in encouraging arts and sciences faculty to engage with teacher preparation, and, in effect, showed MSU's arts and sciences faculty that "they are leading the way in their involvement in teacher education," according to the Executive Director of the CoP.

CREDIBILITY. Finally, involvement in national movements such as the Learning Network provides added credibility, according to CoP's director, and raises the teacher preparation program's profile, both internally at the university and externally. This profile boost serves as "capital" with Montclair's administration in promoting the interests of the teacher preparation program.

Other Factors Contributing to Institutional Change.

The site visit provided documentation that other factors have contributed in important ways to MSU's successful history of innovation in teacher preparation and continue to do so.

UNIVERSITY COMMITMENT TO TEACHER PREPARATION. MSU's commitment to teacher preparation is grounded in its history as a normal school and the university's administration continues to demonstrate a dedication to educating educators. Teacher education faculty declare themselves "very fortunate" to have had two consecutive university presidents who have been very supportive of teacher preparation. An "ongoing legacy" of support from the dean of the College of Education and Human Services has also allowed the teacher preparation program to pursue continual growth and renewal.

NATIONAL RECOGNITION OF MSU. MSU's national reputation for teacher preparation has been cemented by numerous awards and by membership in national organizations in recent years. Awards have included the Christa McAuliffe Showcase for Excellence Award from the American Association of State Colleges and Universities and the 2002 AACTE Best Practices Award in Support of Diversity in Teacher Education. MSU is also a founding member of the National Network for Educational Renewal (NNER), the National Education Association's Teacher Education Initiative, and NCATE's Professional Development School project. MSU was selected as one of two regional training sites in the nation by NNER to advance the Agenda for Education in a Democracy in 24 additional settings across the country. In 2008, the George Lucas Educational Foundation named MSU as one of the ten leading teacher education programs in the nation.

This recognition has contributed to the dean of the College of Education and Human Services having influence at the state level and with the president of the university. The dean sits on or chairs several state-level committees including the Teaching Standards Committee and the Higher Education Commission task force.

COLLABORATION AMONG COLLEGES AND DEPARTMENTS. Collaboration pervades practice and policy in MSU's teacher preparation program, largely because of its institutionalization through the CoP and shared governance of the program among education, arts and sciences, and school district faculty. This cooperation extends also to collaborative pursuit of professional development initiatives such as the Leadership Associates Program and Teachers as Scholars. More recently, the CoP and arts and sciences faculty collaborated in pursuit of grant-funded research and projects, including the Teacher Recruitment for Urban Schools of Tomorrow (TRUST) Program and the Prudential Teaching Scholars Project, which recruits and prepares mathematics and science teachers for Newark schools.

CAPACITY FOR SUSTAINABILITY. Sustainability is built into MSU's partnering work, as MSUNER is a dues-paying organization. This stability provides a basis from which the partners are able to pursue additional external funding. MSU encourages its school and district partners to see external grants as "seed money," with sustainability requiring budget support, an orientation shared by the CoP itself. Coupled with the program's reputation and the university's evident commitment to teacher preparation, this orientation towards sustainability suggests that MSU's capacity for continuous innovation and renewal in teacher preparation is primed to continue.

APPENDIX A

PORTRAIT OF A TEACHER

The Montclair State University community is committed to the continuing development of teachers who exemplify the dispositions, knowledge, and skills reflected in this portrait. They:

1. Have expert knowledge of the disciplines they will teach and can use various strategies, including media and technology, for creating learning experiences that make the subject matter accessible and meaningful to all students.
2. Understand how children and adolescents learn and develop in a variety of school, family and community contexts, and can provide learning opportunities that support their students' intellectual, social, and personal development.
3. Understand the practice of culturally responsive teaching. They understand that children bring varied talents, strengths, and perspectives to learning; have skills for learning about the diverse students they teach; and use knowledge of students and their lives to design and carry out instruction that builds on students' individual and cultural strengths.
4. Plan instruction based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.
5. Understand critical thinking and problem solving, and create learning experiences that promote the development of students' critical thinking and problem solving skills and dispositions.
6. Understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom.
7. Understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.
8. Create a community in the classroom that is nurturing, caring, safe, and conducive to learning.
9. Are reflective practitioners who continually inquire into the nature of teaching and learning, reflect on their own learning and professional practice, evaluate the effects of their choices and actions on others, and seek out opportunities to grow professionally.
10. Build relationships with school colleagues, families, and agencies in the community to support students' learning and well-being, and work to foster an appreciation of diversity among students and colleagues.
11. Possess the literacy skills associated with an educated person; can speak and write English fluently and communicate clearly.
12. Develop dispositions expected of professional educators. These include belief in the potential of schools to promote social justice; passion for teaching; and commitment to ensuring equal learning opportunities for every student, critical reflection, inquiry, critical thinking, and life-long learning, the ethical and enculturating responsibilities of educators, and serving as agents of change and stewards of best practice.

APPENDIX B

INTERVIEWEES

Montclair State University

Ada Beth Cutler, Dean, College of Education & Human Services

Cheryl Hopper, Director, MSUNER

Jennifer Robinson, Executive Director, Center of Pedagogy

Newark Public Schools

Matthew Brewster, Director of Professional Development

Jason Denard, Arts High School

Amanda Graham, Maple Avenue Elementary School

Natasha Parillo, Maple Avenue Elementary School

Theresa Rozek, Maple Avenue Elementary School

Casey Serden, Maple Avenue Elementary School

Scott Scumberbatch, Arts High School