We must create a coherent system of education in Minnesota—from the capitol to the classroom—that prepares every student for success in the global Information Age. The world-class system we envision can be characterized by eight traits:

1. THERE ARE MANY ACADEMIC ROADS, BUT ALL ARE RIGOROUS AND ALL LEAD TO HIGHER EDUCATION
2. EDUCATIONAL INVESTMENT STARTS EARLY
3. LEARNING TAKES AS MUCH TIME AS IT TAKES
4. GREAT EDUCATORS HAVE GREAT SUPPORT
5. DATA AND RESEARCH INFORM TEACHING AND IMPROVE LEARNING EVERY DAY
6. FUNDING IS PREDICTABLE AND SUFFICIENT TO PRODUCE WORLD-CLASS PERFORMANCE
7. SERVICES FOR STUDENTS WITH SPECIAL NEEDS EMPHASIZE OUTCOMES, NOT PROCESSES
8. GLOBAL CITIZENSHIP IS A CORE ACADEMIC SUBJECT

Our thanks to the Robins, Kaplan, Miller & Ciresi LLP Foundation for Education, Public Health and Social Justice for their generous support. From the very outset, their funding made possible a series of symposia among the superintendents to forge Minnesota’s Promise.

Ongoing support for and coordination of Minnesota’s Promise are being provided by the Consortium for Post-Secondary Academic Success at the University of Minnesota. For more information, call 612-625-7002 or visit www.minnesotaspromise.org.

A full version of this report, including sources for the information cited in this document, is available at www.minnesotaspromise.org/resources.

September 2006
We must create a coherent system of education in Minnesota—from the capitol to the classroom—that prepares every student for success in the global Information Age. The world-class system we envision can be characterized by eight traits:

1. There are many academic roads, but all are rigorous and all lead to higher education.
2. Educational investment starts early.
3. Learning takes as much time as it takes.
4. Great educators have great support.
5. Data and research inform teaching and improve learning every day.
6. Funding is predictable and sufficient to produce world-class performance.
7. Services for students with special needs emphasize outcomes, not processes.
8. Global citizenship is a core academic subject.

Minnesota’s Promise
World-Class Schools, World-Class State

Our thanks to the Robins, Kaplan, Miller & Ciresi LLP Foundation for Education, Public Health and Social Justice for their generous support. From the very outset, their funding made possible a series of symposia among the superintendents to forge Minnesota’s Promise.

We must create a coherent system of education in Minnesota—from the capitol to the classroom—that prepares every student for success in the global Information Age. The world-class system we envision can be characterized by eight traits:

1. THERE ARE MANY ACADEMIC ROADS, BUT ALL ARE RIGOROUS AND ALL LEAD TO HIGHER EDUCATION

2. EDUCATIONAL INVESTMENT STARTS EARLY

3. LEARNING TAKES AS MUCH TIME AS IT TAKES

4. GREAT EDUCATORS HAVE GREAT SUPPORT

5. DATA AND RESEARCH INFORM TEACHING AND IMPROVE LEARNING EVERY DAY

6. FUNDING IS PREDICTABLE AND SUFFICIENT TO PRODUCE WORLD-CLASS PERFORMANCE

7. SERVICES FOR STUDENTS WITH SPECIAL NEEDS EMPHASIZE OUTCOMES, NOT PROCESSES

8. GLOBAL CITIZENSHIP IS A CORE ACADEMIC SUBJECT

September 2006
A Letter from the Superintendents of Minnesota’s Promise

Dear Fellow Minnesotans,

The time has come for Minnesota to rise to the task of being one of the best educated states in the United States. In order to realize this goal, we must address the challenges that have been slowing our progress. The participation in an effort called the Superintendent Symposium has been a real eye-opener to our need to recognize that we are not working together—and struggling with significant challenges. It is our challenge to prepare students to succeed in the Information Age.

In order to achieve the goal, not only we, but we as a state need to work together more closely as superintendents, but the entire state needs to join us in the months and years ahead as we work to realize that promise in the interest of our students, our schools, and our state.

As educational leaders, we promise to you, our students, parents, and community members, that we will work together to raise our sights, to deliver on the promise of options that are all around us waiting to be used: options that improve the lives of our students and the future of our state.

In this context, we take the opportunity to open a dialogue, an ongoing one, with all of Minnesota. This dialogue will no doubt deepen and broaden the vision we present here, based on eight core traits of a world-class educational system. It is our hope that a widely shared understanding of these traits will play the greatest role in student learning.

We challenge all students with rigorous coursework that meets their academic needs, health, and interests, and takes advantage of effective learning tools.

We need to work with our colleagues in the other key components of education—the building, school community, colleges, and our state institutions—to prepare for a high-level, high-reach future through elementary and secondary school.

An urgent objective that requires new levels of commitment and creativity alike needs outside-in and inside-out in order to achieve the high standards that we’ve seen in other students along similar and different roads.

An important core trait we must all make progress on is the quality of a school leadership team. The world-class educational system we envision will significantly improve the quality of the school leadership that plays the greatest role in student learning.

We know that many of our students today are too often prisoners of time. Long summer vacations that were created to accommodate farming practices are now months when far too many students lose their skills and make up for lost learning.

We must find ways to prepare for success in life using summers and extended school days to prepare for success in the Information Age.

Our future is at stake. So is the world-class educational system we envision will significantly improve the quality of the school leadership that plays the greatest role in student learning.

We must look toward new models for the states that are leading the way in the Information Age.

Through elementary and secondary school.

The vision for tomorrow

Educational investment starts early

Education investment starts early

Great educators make great support

Research indicates that the educational factor within schools that plays the greatest role in student learning is the quality of a student teacher. In addition, research shows that the quality of school leadership is critical to the success of school improvement. Increasing the quality of school leadership is critical to the success of school improvement.

Increased teacher recruitment and retention through creative and visible campaigns, particularly in areas where shortages already exist, such as math, science, and English Language Learners.

Student leadership development models, such as the Saint Paul Public Schools Leadership Institute.

We promise to students that the state will ensure that they have the skills and sensitivity to interact with people whose backgrounds are different from their own.

We promise to students that the state will ensure that they have the skills and sensitivity to interact with people whose backgrounds are different from their own.

We promise to students that the state will ensure that they have the skills and sensitivity to interact with people whose backgrounds are different from their own.

We promise to students that the state will ensure that they have the skills and sensitivity to interact with people whose backgrounds are different from their own.

We promise to students that the state will ensure that they have the skills and sensitivity to interact with people whose backgrounds are different from their own.

Students

A Letter from the Superintendents of Minnesota’s Promise

Dear Fellow Minnesotans,

The time has come for Minnesota to rise to the task of being one of the best educated states in the United States. In order to realize this goal, we must address the challenges that have been slowing our progress. The participation in an effort called the Superintendent Symposium has been a real eye-opener to our need to recognize that we are not working together—and struggling with significant challenges. It is our challenge to prepare students to succeed in the Information Age.

In order to achieve the goal, not only we, but we as a state need to work together more closely as superintendents, but the entire state needs to join us in the months and years ahead as we work to realize that promise in the interest of our students, our schools, and our state.

As educational leaders, we promise to you, our students, parents, and community members, that we will work together to raise our sights, to deliver on the promise of options that are all around us waiting to be used: options that improve the lives of our students and the future of our state.

In this context, we take the opportunity to open a dialogue, an ongoing one, with all of Minnesota. This dialogue will no doubt deepen and broaden the vision we present here, based on eight core traits of a world-class educational system. It is our hope that a widely shared understanding of these traits will play the greatest role in student learning.

We challenge all students with rigorous coursework that meets their academic needs, health, and interests, and takes advantage of effective learning tools.

We need to work with our colleagues in the other key components of education—the building, school community, colleges, and our state institutions—to prepare for a high-level, high-reach future through elementary and secondary school.

An urgent objective that requires new levels of commitment and creativity alike needs outside-in and inside-out in order to achieve the high standards that we’ve seen in other students along similar and different roads.

An important core trait we must all make progress on is the quality of a school leadership team. The world-class educational system we envision will significantly improve the quality of the school leadership that plays the greatest role in student learning.

We know that many of our students today are too often prisoners of time. Long summer vacations that were created to accommodate farming practices are now months when far too many students lose their skills and make up for lost learning.

We must find ways to prepare for success in life using summers and extended school days to prepare for success in the Information Age.

Our future is at stake. So is the world-class educational system we envision will significantly improve the quality of the school leadership that plays the greatest role in student learning.

We must look toward new models for the states that are leading the way in the Information Age.

Through elementary and secondary school.

The vision for tomorrow

Educational investment starts early

Education investment starts early

Great educators make great support

Research indicates that the educational factor within schools that plays the greatest role in student learning is the quality of a student teacher. In addition, research shows that the quality of school leadership is critical to the success of school improvement. Increasing the quality of school leadership is critical to the success of school improvement.

Increased teacher recruitment and retention through creative and visible campaigns, particularly in areas where shortages already exist, such as math, science, and English Language Learners.

Student leadership development models, such as the Saint Paul Public Schools Leadership Institute.

We promise to students that the state will ensure that they have the skills and sensitivity to interact with people whose backgrounds are different from their own.

We promise to students that the state will ensure that they have the skills and sensitivity to interact with people whose backgrounds are different from their own.

We promise to students that the state will ensure that they have the skills and sensitivity to interact with people whose backgrounds are different from their own.

We promise to students that the state will ensure that they have the skills and sensitivity to interact with people whose backgrounds are different from their own.

We promise to students that the state will ensure that they have the skills and sensitivity to interact with people whose backgrounds are different from their own.
we stand today.

Education in Minnesota.

The vision emerges from this effort to guide the future of public education in Minnesota. The time has come for Minnesota to raise its sights from being one of the least educated states in the United States to being one of the highest performing educational systems in the world. To achieve this goal, not only do we need to work together more closely as a state, but we must also work together as a profession to ensure that every student in Minnesota can attain the vision we present here, based on eight core traits of a world-class educational system.

A Letter from the Superintendents of Minnesota’s Promise

Dear Fellow Minnesotans,

This has come for Minnesota to rise to the challenge of one of the least educated states in the United States to becoming one of the highest performing educational systems in the world. We come to embrace this goal and challenge all Minnesotans to participate in an effort called the Superintendent Symposium to help shape the vision for tomorrow. The task has never been easier for this factor than the physical and emotional impact of our educational system on our students and communities. With the advancement of technology, an ever-changing economy, and the need for new leaders to lead our nation in the 21st century, we must prepare students to reach as high as they possibly can.

An expert objective that requires more levels of commitment and creativity both inside and outside our schools is closing the achievement gap that now divides our students along race, economic, and linguistic lines. We believe that moving toward this world-class educational system will significantly help us effectuate the change that needs to happen. We believe that will require partnerships with parents, community members, and all Minneapolis residents to ensure we are doing the right thing.

As superintendent, we have the unique challenge of helping students across entire communities achieve their full educational potential. Independently, no single program or policy is enough. Together, we can and we must. The educational leaders, teachers, and parents of Minneapolis and the beyond are the keys to this. We hope that you will join us in this moment and turn it into a time to make these promises come true in our students, our schools, and our state.

Gary Amyx, Superintendent, Lakeville
Mark Beaudoin, Superintendent, Elk River
Ted Blaesing, Superintendent, White Bear Lake
Tom Nelson, Superintendent, South Washington County
Charles Kyte, Executive Director, Minnesota Association of School Administrators, and
Linda Fink, Superintendent, Marshall
Dwayne Strand, Superintendent, Yellow Medicine East
Thomas Westerhaus, Superintendent, Prior Lake–Savage
Chris Richardson, Superintendent, Northfield
Ed Waltman, Superintendent, Mankato
James Hess, Superintendent, Bemidji
Karen Hendrickx, Superintendent, Edina
Henry Sblendorio, Superintendent, Minneapolis
Roger Gregerson, Superintendent, Shakopee
Karen Knoblauch, Superintendent, St. Paul
Patricia Harvey, Former Superintendent, South St. Paul
Jeff Jones, Superintendent, Prior Lake–Savage
Kim Hodges, Superintendent, Prior Lake–Savage
Janielle Brossart, Superintendent, South St. Paul
Judy Bolt, Superintendent, Broomfield
Chris Marden, Assistant Superintendent, Minneapolis
Kathy Lambert, Superintendent, Victoria
Kathleen Mary, Former Superintendent, Stillwater
Sherry Swenson, Superintendent, South Washington County
Dawn Heinen, Superintendent, Ferguson Falls
Patty Phillips, Superintendent, North St. Paul–
Graham\n\nClark Nicholson, Superintendent, Northfield
\nErica Skotec, Superintendent, Faribault
Tobin Simon, Superintendent, Cannon Falls
Beverly Muhlethaler, Former Superintendent, Cannon Falls
Debra Wagner, Superintendent, Minneapolis
Jodi Wirth, Superintendent, St. Cloud
Emily Takacs, Superintendent, Coralville
Kerry Wiler, Former Superintendent, St. Paul
Thomas Wendtlin, Superintendent, Faribault
Jim Greg$

\nWhere We Stand Today

Minnesota’s students today are the first entire generation of students to have access to comprehensive instructional reforms. Today, we must reach out to each and every student and work together to help them reach their full potential.

The Vision for Tomorrow

The goal is clear. To achieve this goal, not only do we need to work together

Where We Stand Today

Minnesota’s students today are the first entire generation of students to have access to comprehensive instructional reforms. Today, we must reach out to each and every student and work together to help them reach their full potential.

The Vision for Tomorrow

The goal is clear. To achieve this goal, not only do we need to work together

Where We Stand Today

Minnesota’s students today are the first entire generation of students to have access to comprehensive instructional reforms. Today, we must reach out to each and every student and work together to help them reach their full potential.

The Vision for Tomorrow

The goal is clear. To achieve this goal, not only do we need to work together

Where We Stand Today

Minnesota’s students today are the first entire generation of students to have access to comprehensive instructional reforms. Today, we must reach out to each and every student and work together to help them reach their full potential.

The Vision for Tomorrow

The goal is clear. To achieve this goal, not only do we need to work together

Where We Stand Today

Minnesota’s students today are the first entire generation of students to have access to comprehensive instructional reforms. Today, we must reach out to each and every student and work together to help them reach their full potential.

The Vision for Tomorrow

The goal is clear. To achieve this goal, not only do we need to work together

Dear Fellow Minnesotans,

A Letter from the Superintendents of Minnesota's Promise

The time has come for Minnesota to rise to a height from which it can look out upon a bright and sunny future—one in which all our students are graduating from high school ready to succeed in the Information Age.

As we shared strategies for improving the school systems we lead, we came to recognize that we are all working toward—individuals, parents, business leaders, organizations, and educators alike—toward a shared vision of what Minnesota's schools must become. As superintendents, we have the unique challenge of helping each child achieve this vision and also helping our students to succeed in the larger world.

Moreover, we have the unique challenge of helping students to become active citizens who embrace their full educational potential. Independently, no one can make sure every student learns to be a global citizen. We must all learn to make these important connections and to speak with one voice a perspective that is both relevant and timeless:

Let's get this right.

Minnesotans today are the first generation of students for whom tomorrow is guaranteed. This is the first generation of students who will be able to choose their own education—be it trade school, community college, or a four-year university. As superintendents, we have the unique challenge of helping our students achieve this future.

A Letter from the Superintendents of Minnesota's Promise

To our students: We are your partners in learning. We seek your ideas as we work to make schools better.

To future employers: Please join us by supporting a high-quality workforce.

To families: We are your partners in creating a better future for our students.

To policy leaders: We need to change the way we fund and run schools.

To educators: We are your partners in planning and executing our educational mission.

We are committed to making our schools better. We are committed to this promise.

James Hess, Superintendent, Bemidji
William Green, Superintendent, Minneapolis
Roger Giroux, Superintendent, Anoka
Kenneth Dragseth, Former Superintendent, Edina
John Currie, Superintendent, Rosemount–Hennepin
Ted Blaesing, Superintendent, White Bear Lake
Todd Sesker, Superintendent, Cannon Falls
Chris Richardson, Superintendent, Northfield
Patty Phillips, Superintendent, North St. Paul–White Bear Lake
Gerald Ness, Superintendent, Fergus Falls
Patricia Perry, Former Superintendent, Saint Paul

Education in Minnesota. It is our hope that a widely shared conversation about what it means to be a truly world-class system of schools might look like will no doubt deepen and broaden our understanding of what it means to meet our shared responsibility for educating every student to succeed in the high-skill, hyper-competitive global economy.

As we stand today, we are on the cusp of an era in which students can expect to complete some form of post-secondary education. The efforts we see today will be our mark in history. They will set the bar for our schools for generations to come.

This document is an effort to spark a statewide conversation with extensive participation in an effort called the Superintendent Symposium to focus on what a truly world-class system of schools might look like. This document is an effort to spark a statewide conversation with extensive participation in an effort called the Superintendent Symposium to focus on what a truly world-class system of schools might look like.

This dialogue will no doubt deepen and broaden our understanding of what it means to meet our shared responsibility for educating every student to succeed in the high-skill, hyper-competitive global economy.

The time has come for Minnesota to raise its sights from being one of the best-educated states in the United States to becoming one of the best-educated states in the world.

Let's get this right.

One of the best-educated states

One of the best-educated states

One of the best-educated states in the United States to becoming one of the best-educated states in the world.

Let's get this right.

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states

One of the best-educated states
Minnesota’s Promise

World-Class Schools, World-Class State

We must create a coherent system of education in Minnesota—from the capitol to the classroom—that prepares every student for success in the global Information Age. The world-class system we envision can be characterized by eight traits:

1. THERE ARE MANY ACADEMIC ROADS, BUT ALL ARE RIGOROUS AND ALL LEAD TO HIGHER EDUCATION

2. EDUCATIONAL INVESTMENT STARTS EARLY

3. LEARNING TAKES AS MUCH TIME AS IT TAKES

4. GREAT EDUCATORS HAVE GREAT SUPPORT

5. DATA AND RESEARCH INFORM TEACHING AND IMPROVE LEARNING EVERY DAY

6. FUNDING IS PREDICTABLE AND SUFFICIENT TO PRODUCE WORLD-CLASS PERFORMANCE

7. SERVICES FOR STUDENTS WITH SPECIAL NEEDS EMPHASIZE OUTCOMES, NOT PROCESSES

8. GLOBAL CITIZENSHIP IS A CORE ACADEMIC SUBJECT

September 2006