



**The Renaissance Group (TRG)** is a national consortium of colleges, universities and a professional organization, with a major commitment to the preparation of educational professionals, and to the promotion of exemplary practices, partnerships and leadership that ensure high levels of teaching and learning for all of America's schools.

TRG is guided by a set of operating principles that affirm the importance of the education of teachers as an all-campus responsibility, a campus culture that values and models quality teaching, the creation of partnerships with practicing professionals, the extensive use of field experiences in diverse settings, the adherence to high standards and accountability, a focus on student learning, the effective use of technology and the development of teachers as creative and innovative leaders. Through its active commitment to these principles, The Renaissance Group serves as a proactive force for the improvement and reform of education; locally, regionally and nationally.

For complete details about the work of The Renaissance Group, please visit TRG's website at: <http://www.csufresno.edu/renaissancgroup>. TRG's newest signature project, a peer-reviewed eJournal, *Educational Renaissance* can be found at: <http://educationalrenaissance.org>.

## **Strategic Plan Update (December 2, 2010)**

*The Renaissance Group, building from two decades of leadership in teacher education, seeks to provide relevant and meaningful service to our members and partners. As we embrace the changes of the 21st century, TRG will endeavor to achieve its mission and vision through a strategic focus on three goals.*

### **I. TRG will provide enhanced benefits for member institutions.**

#### ***Measures of Performance***

- Develop a timely and relevant "signature project".
- Facilitate a process whereby member institutions collaborate in the collection and sharing of relevant legislation, data, grant ideas, best practices, etc.
- Represent the membership in a strengthened alliance with Department of Education.
- Provide pre-NCATE reviews for member institutions.
- Facilitate communication between member institutions and P-12 programs to ensure congruence with current educational demands.
- Re-evaluate the conference structure and content to provide greater incentive for involvement by university presidents, legislators, school superintendents, and other stakeholders.

**II. TRG will develop a common set of criteria that define a TRG teacher education program graduate and guide TRG institutions in decision-making.**

***Measures of Performance***

- Identify quantity, quality, and nature of the expectations for graduation such as academic field preparation, clinical/classroom based experiences, practicum/student teaching experiences, internship, and graduation requirements across institutions.

**III. TRG will create a broader marketing plan to increase visibility across multiple educational communities.**

***Measures of Performance***

- Clarify and strengthen the mission and vision statement to reflect the evolving purpose of the organization.
- Create appropriate media that will be versatile and highly visible such as publications, DVDs, social networking, brochures, etc.
- Partner with affiliate members to have a common voice in educational policy development.

**Principles of The Renaissance Group:** Universities working to improve the quality of educator preparation.

1. The education of teachers is an all-campus responsibility undertaken in collaboration with PK-12 school personnel.
2. The university values and models teaching excellence.
3. Teacher preparation is integrated across the curricula of general education, in-depth subject matter content, and professional studies in both general content and specific teaching methodologies.
4. The education of teachers incorporates extensive and sequenced field and clinical experiences in various settings with effective supervision.
5. The university meets and exceeds national and state standards for the preparation of school personnel.
6. The university assesses learner outcomes in order to monitor its program effectiveness and assure teacher quality.
7. Pre-service teachers and faculty members reflect our pluralistic society and are committed to the education of all students in diverse schools.
8. The continuing professional development of teachers is the shared responsibility of the individual, the university faculty, and other professional educators.
9. The university provides learning experiences and mentoring that develop teachers who are creative and innovative leaders.
10. The university integrates technology throughout its teacher preparation program.

***Updated June 2011***