

Southwest Minnesota State University
School of Education
Undergraduate & Graduate Programs
Annual Report
AY2022



Section I. Department Description & Overview

The School of Education continues to play a vital role at Southwest Minnesota State University and in the region, preparing educators and professionals to positively impact the fields of education. The School of Education continues to evolve and focuses on developing new opportunities and enhancing existing programs to serve our students and region.

The **School of Education** revised the mission and vision statements during the 2020 academic year. The Conceptual Framework and core values were reviewed as part of the strategic planning process. The School of Education annually reviews the mission and vision as part of the strategic planning process.

Mission: The mission of the Professional Education program at Southwest Minnesota State University is to create inclusive communities of practice where each learner is an active participant in the investigation of learning, teaching, and leadership processes. Teachers and learners will engage in educational theory, research, inquiry, critical reflection, and application in pursuit of excellence in a culturally responsive education.

Vision: Inclusive communities of practice investigating learning and teaching.

Seven Core Values: The following core values provide the foundation and ensure the integrity of the Southwest Minnesota State University Teacher Education Program:

1. Inquiry
2. Human diversity
3. Socio-cultural interactions
4. Learning environment
5. Belief, value, and knowledge structures
6. Democracy
7. Leadership

The **Physical Education Programs** have adopted the following mission and vision, along with program goals.

Mission: The Physical Education Program develops leaders in physical education, coaching, recreation and sports management. We are committed to preparing students to meet the complex challenges of our regional and global communities.

Vision: The Physical Education Program has a vision of a physically educated world where lifelong learning and physical activity are practiced by all. Our students are prepared to make lasting contributions to our profession, communities, and society.

Physical Education Program Goals:

A student with a Physical Education major:

- 1.) Values and participates in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (National PE Standards 3 & 6)
- 2.) Gains the knowledge and skills needed to manage physical, financial, and human resources
- 3.) Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (National PE Standards Standard 2)
- 4.) Promotes and embraces diversity in teaching, coaching, and managing sport/recreational activities.
- 5.) Is a lifelong learner who stays current on research and technology, develops critical thinking skills, and practices ethical behavior in the profession.
- 6.) Collaborates with stakeholders to build strong partnerships within the profession, community, and society.

Faculty and Staff in the School of Education.

During the 2022 academic year, members of the School of Education included 19 full-time faculty, 10 head coaches, 2 assistant coaches, and several adjunct faculty. Importantly, there are four key support staff – two administrative assistants, one clinical experience coordinators, and one director/licensing officer as well as one graduate assistant.

Faculty. The following were members of the faculty of the School of Education in AY2022:

Dr. Francis Albitz
 Dr. Michelle Beach
 Dr. John Engstrom
 Dr. Sarah Huseby
 Dr. Kristine Kovar*
 Dr. Dennis Lamb
 Dr. Bruce Locklear
 Dr. Kandy Noles Stevens
 Ms. Christine Quisley
 Dr. Donna Pettit
 Dr. Lori Reese
 Dr. Lon Richardson
 Dr. Mary Risacher
 Dr. Wendy Schoolmeester
 Ms. Marilyn Strate
 Dr. LeAnne Syring
 Dr. Debbie Van Overbeke
 Dr. Sonya Vierstraete
 Dr. Tanya Yerigan

*Primary membership in another department.

The following coaches are also affiliate members of the School of Education with their primary membership in the Department of Athletics, and teach courses in various programs:

Brad Bigler – Physical Education & Men’s Basketball Coach
 Paul Blanchard – Physical Education & Men’s Baseball Coach
 Tyler Boddy – Physical Education & Women’s Asst. Volleyball Coach(F21)/Head Coach(S22)
 Terry Culhane – Education, Physical Education, & Women’s Volleyball Coach (F21)
 Bailey Bouman – Education, Physical Education, & Women’s Softball Coach
 Erin Kasmarik-Mallett – Physical Education & Women’s Soccer Coach
 Chayse Jackson – Physical Education & Men’s Wrestling Coach
 Riley Miessner – Physical Education & Assistant Track & Field Coach
 Julia Peniata – Physical Education & Women’s Asst. Volleyball Coach (S21)
 David Rocco – Physical Education & Men’s Football Assistant Coach (S21)
 Cory Sauter – Physical Education & Men’s Football Coach (F21)
 Nick Smith – Physical Education & Men’s Assistant Basketball Coach
 Scott Underwood – Physical Education & Men’s Football Coach (S21)
 Marty Wahle – Physical Education & Women’s Swim/Dive Coach
 Tom Webb – Physical Education & Women’s Basketball Coach

Staff: The following were staff members of the School of Education in AY2021:

Ms. Jennifer Swanson – Office & Administrative Specialist Senior

In the Office of Placement & Licensure:

Ms. Rebecca Panka - Director of Clinical Experiences in Education
 Ms. Stephanie Fladhammer - Customer Service Specialist Intermediate (moved to full-time)
 Ms. Faye Johnson - Field Experience Coordinator, Customer Service Specialist Senior (100%)

Mae Flight - Graduate Assistant – Graduate Programs, supervised by Dr. Tanya Yerigan, Director of Graduate Education, in collaboration with the Graduate Coordinators.

Bennett Appel – Graduate Assistant – Assessment & Accreditation, supervised by Dr. Toni Beebout-Bladholm and Dr. Sonya Vierstraete, in collaboration with Ms. Jennifer Swanson

Department Leadership:

- Dr. Sonya Vierstraete, Department Chairperson
- Dr. Toni Beebout-Bladholm, Director of Assessment & Accreditation
- Ms. Rebecca Panka, Director of Clinical Experiences in Education
- Dr. Tanya Yerigan, Director of Graduate Education & Graduate Learning Community Coordinator
- Dr. LeAnne Syring, Special Education Coordinator
- Dr. Debbie Van Overbeke, Online Graduate Education Coordinator
- Dr. Frankie Albitz, PECS – Physical Education: Coaching of Sport Coordinator
- Dr. Dennis Lamb, Charter School Coordinator
- Dr. Bruce Locklear, Education Administration & Leadership Coordinator
- Dr. Lori Reese, Director of Articulations and Transfer Pathways

- Ms. Christine Quisley, Southwest Teacher Preparation Partnership Lead Faculty

Undergraduate Education Programs. The undergraduate education programs offer licensure to Teacher Education Program candidates at four different levels: Early Childhood, Elementary, Secondary, and K-12 programs. Additionally, the Educational Studies major offers university students an opportunity to pursue a 4-year degree focusing on education without student teaching and seeking licensure.

The licensure areas include:

Early Childhood Education (ECE) provides licensure for students ages birth – grade 3.

Elementary Education provides licensure to teach students in grades Kindergarten – grade 6 with optional endorsements in the following areas: **Pre-primary Education** (adds ages 3-5) and **K-8 World Languages & Cultures – Spanish**. Additionally any licensure area may include an additional licensure via minors: **Communication Arts** (adds grades 5-8), **Mathematics** (adds grades 5-8), **Science** (adds grades 5-8), and **Social Studies** (adds grades 5-8).

Secondary Education provides licensure to teach students in five content areas. They are licensed for varying grade levels as mandated by the PELSB. These licensure programs include: **Biology Education** (grades 9-12), **Chemistry Education** (grades 9-12), **Communication Arts Education** (grades 5-12) **with emphases in either English Literature or Speech**, **Health Education** (grades 5-12), **Mathematics Education** (grades 5-12), **Social Studies** (grades 5-12).

K-12 Education provides licensure for teacher candidates in six content areas. They are licensed for K-12 grade levels as mandated by PELSB. These licensure programs include: **Art Education**, **Music with emphases in either Vocal or Instrumental music**, **Health**, **Physical Education (PE)**, **Special Education (SPED)**, and **Teaching English as a Second Language (TESL)**. We gained PELSB approval to offer **Para-to-TESL** major/licensure.

Specific to **Special Education**, **SMSU** provides licensure for **Early Childhood Special Education** (Birth-age 6) and **Academic Behavioral Strategist** (K-12). We also provide a nonconventional format with our **Para-to-Sped** program for teacher candidates currently working as paraprofessionals.

The licensure programs in the School of Education must demonstrate proficiency of the ten Standards of Effective Practice:

1. Subject matter
2. Student learning
3. Diverse learners
4. Instructional Strategies
5. Learning environment
6. Communication/Technology
7. Planning instruction
8. Assessment
9. Reflection/Professional Development
10. Collaboration/Ethics

In addition to the majors offered, there are four minors also available: Special Education, which is a non-licensure minor; Developmentally Adaptive Physical Education, which is a licensure minor open to Physical Education majors; 5-8 Communication Arts, 5-8 Math, 5-8, Science, 5-8 Social

Studies, K-12 Reading licensure; and Teaching English as a Second Language as a non-licensure minor.

Teacher Education Programmatic Updates for AY2022

The School of Education offered Introduction to Education and Introduction to Child Growth & Development as part of College Now (concurrent enrollment). Dr. Kandy Noles Stevens served as the Education lead faculty member with Dr. Toni Beebout-Bladholm joining her in the spring.

As part of the MEDA – Minnesota Education Deans Alliance initiative, the SKEEP workgroup with IFO representatives from each of the four-year Minnesota State institutions developed a collaborative TESL certificate at the UG and Grad levels. Currently, SMSU is the only one of the seven universities to have created and passed the UG TESL certificate through the curriculum process and approved by Minnesota State. The Graduate TESL certificate should be moved forward in the early fall after the graduate curriculum committee provides approval.

With the 2017 unit site visit, the SMSU School of Education Teacher Education Program (TEP) was granted continual unit approval until 2023 with a focus report due in 2019 to address standards 2J and 3C. The interim report was submitted and continuing approval with evidence of the interim report submitted by December 2019. The most recent Institutional Report for Teacher Education (2017) submitted to PELSB for accreditation is posted on the School of Education website, and includes the Conceptual Framework, serving as the foundation for both undergraduate and graduate education programs. Additionally, licensure programs were reaccredited in the spring of 2021. The SoE TEP unit will be hosting the next PELSB accreditation site visit in the fall of 2023.

Currently, there are approximately 1,200 declared undergraduate education majors, with some double or triple majors declared. We are currently in the early stages of tracking our licensure-only candidates, which include licensed teachers seeking an additional licensure as well as candidates who have already obtained a bachelor's degree and are now seeking licensure.

TABLE 1. School of Education Declared Majors.

Declared Majors	AY2018	AY2019	AY2020	AY2021	AY2022	Change from AY21 to AY22
AGED	39	49	36	34	22	-12
ARED	20	16	20	21	28	+7
BIED	18	11	5	3	11	+8
CAED	23	23	23	18	15	-3
CHED	9	6	5	3	5	+2
COCC*	12	9	12	19	26	+7
CSED	4	Not reported	3	3	4	+1
ECE	321	311	255	215	204	-11
ECSE	54	58	50	49	57	+8
EDST*	52	37	31	26	33	+7
EDUP*	16	8	11	17	10	-7
ELED	257	271	242	282	281	-1
HEED	Not reported	3	34	60	48	-12
MAED	28	17	12	10	14	+4
MUED	22	22	33	34	25	-9
PE*	84	74	72	77	65	-12
PETE	92	76	78	77	66	-11
SPED	113	120	160	182	182	0
SSED	77	58	46	53	42	-11
TESL	21	13	13	24	27	+3
TOTAL	1262	1182	1141	1207	1165	-42

During AY2022, there were 132 student teaching placements with 88 student teacher placements in the fall and 44 student teaching placements in the spring. This total exceeded the 2 previous Academic Years with AY2021 having placed 126, AY2020 having placed 109 student teachers and AY2019 having placed 81 student teachers. This number continues to follow a positive trend with 69 applications for student teaching for fall 2022 consisting of 109 placements and 25 applications for student teaching in spring 2023 consisting of 32 placements for an anticipated total of 94 student teachers with 141 placements in AY2023. Please observe that the number of student teachers has stayed the same from AY2022 to AY2023, however the need for placements has increased. This is due to the number of students seeking multiple licensure areas. It should be noted that we will also receive applications for advanced student teaching throughout the year which are not included in the totals.

*AY2021 had a larger number due to students not completing student teaching Spring 2020 due to Covid-19 shutdowns.

FIGURE 1. Number of Student Teaching Placements and Student Teachers

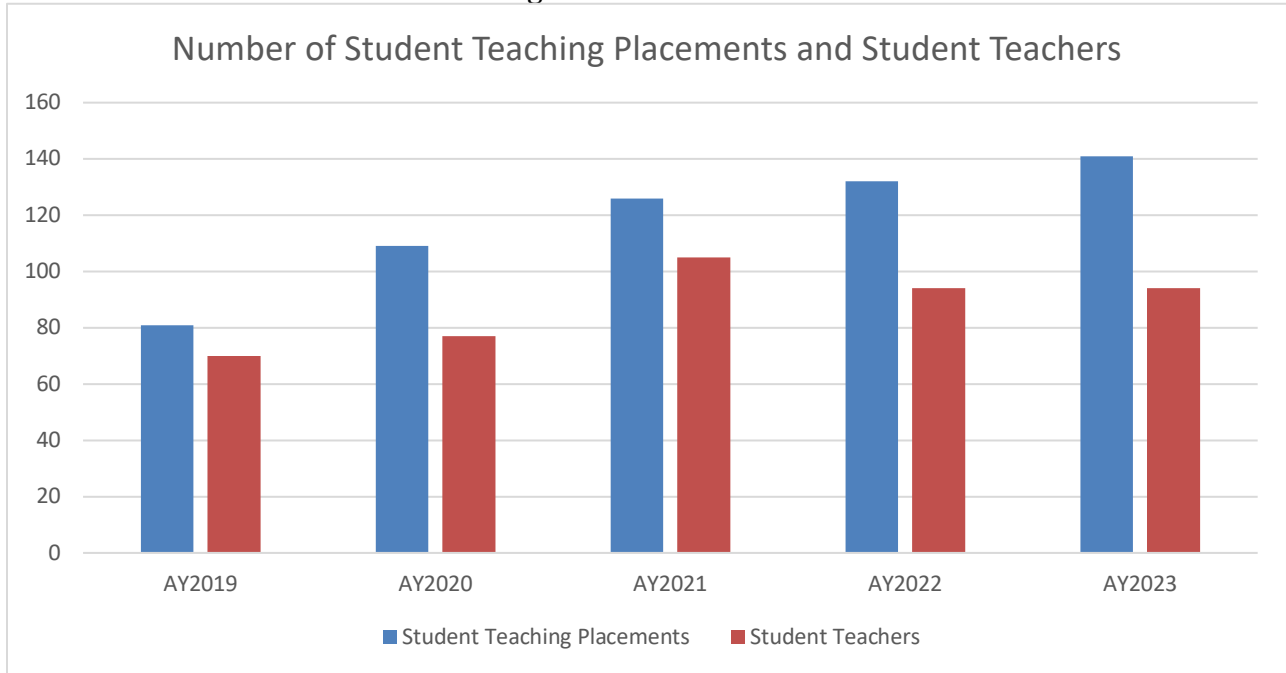


TABLE 2. A Five-Year Comparison of the Number of Student Teaching Placements and Student Teachers.

	AY2019	AY2020	AY2021	AY2022	Projected AY2023
Student Teaching Placements	81	109	126	132	141
Student Teachers	70	77	105*	94	94

As we look to grow teachers in southwestern Minnesota, SMSU has worked collaboratively with Worthington Public Schools ISD 518 and Minnesota West over the past three years as part of the Southwest Teacher Preparation Partnership. The primary goal of this collaboration is to provide teacher licensure to place-bound individuals in the Worthington area. The Partnership previously received a gap grant from SWIF – Southwest Initiative Foundation for \$15,000 and an implementation planning grant from the McKnight Foundation for \$75,000. In May 2019, the Partnership was granted \$600,000 from the McKnight Foundation to fund this partnership for the next two plus years. In AY 2021, we hired a full-time fixed-term faculty member and a part-time coordinator to serve as the liaison for the Partnership. Both positions continued in AY2022 and into AY2023.

Health and Physical Education.

Physical Education offers both licensure and nonlicensure majors and minors:

Health Education, Physical Education – Teaching, Physical Education – Recreation Emphasis, Physical Education – Sports Management Emphasis, Adapted Physical Education (DAPE) minor, Coaching minor, and Coaching certificate.

TABLE 3. Physical Education Majors.

Declared Majors	AY2018	AY2019	AY2020	AY2021	AY2022	Change from AY21 to AY22
PE	84	74	72	77	65	-12
PETE	92	76	78	77	66	-11

Graduate Education Programs. Dr. Tanya Yerigan serves as the Graduate Education Director. The Graduate Education program offers master's degrees in both an online format and in an off-campus Learning Community format. Master's degrees in Education are offered with several different emphases areas: Teaching, Learning, and Leadership (TLL - offered on-campus and in Learning Communities); English (online format); Mathematics (online format); Sports Leadership; Reading (offered for licensure K-12 and/or as a master's degree); Special Education (SPED offered for licensure K-12 and/or as a master's degree), and Teaching English as a Second Language (TESL), both for licensure K-12 and/or as a master's degree.

Specific to Special Education, SMSU offers certificates for ASD – Autism Spectrum Disorder, EBD – Emotional Behavioral Disabilities, and LD – Learning Disabilities, and licensures in ABS-Academic Behavioral Strategist, ASD-Autism Spectrum Disorder, DD/DCD-Developmental Disabilities, EBD-Emotional Behavioral Disorder, ECSE-Early Childhood Special Education, and LD/SLD-Learning Disabilities.

Along with the TLL option, the Administrative Licensure program is offered in a Learning Community format with options for educators to earn the principal, director of special education, and superintendent licensures as well as earning the specialist degree.

Physical Education Coaching of Sport (PECS) is an online, nonlicensure master's degree program based on national standards. It is offered in a two-year cohort model with cofacilitators for each course.

TABLE 4. Currently Enrolled Students in Graduate Education

Degree	Graduate Program	AY2022
EdSp	EDAL	14
Grad Certificate	ASD	1
	CHSC – Charter School Leadership	16
	EALD - Special Ed Director	5
	EALP – K-12 Principal	13
	EALS - Superintendent	3
	EBD	2
	LD/SLD	
	Reading	1
	Technology for Training & Leadership	1
	TESL	7
MS	EDSP (Special Education)	39
	ASD – 17 DD - 5 EBD - 7 LD/SLD - 7	
	EDUC (Education)	219
	ACON – 2 ENG – 10 MATT – 13 MEGM (LC) – 146 READ – 9 SPLE – 6 TECH – 7 TESL – 5 TLL - 17	
	PECS (Physical Education: Coaching of Sport)	45
		366

*This is a new table included in this annual report. Additional years of data will be included moving forward as we look for a more comprehensive picture of the School of Education.

Online -

Dr. Debbie VanOverbeke coordinated the online master's program in education with emphases in Teaching Learning and Leadership; Sport Leadership; Reading, TESL, English, Math, Technology for Training and Learning and Content Areas. The online program filled the core cores and at times needed to add additional sections. The emphases courses continued to be offered with graduate and undergraduate students so that the multiple emphasis were offered. This year the education courses for the Technology for Training and Learning emphasis were first offered as numbers in this emphasis has grown with Dr. Kandy Noles-Stevens as the professor. The majority of the online graduate courses were taught as overload courses for education faculty or with adjunct professors. An additional online graduate faculty would be of value to the program.

Learning Communities -

The SMSU Learning Communities generally refers to the traditional masters-level learning communities, Educational Administration and Leadership (EDAL) learning communities, and the charter school learning communities. Dr. Yerigan serves as the learning community coordinator. Our masters-level learning communities are comprised of a team of senior faculty including Dr. Lon Richardson, Dr. John Engstrom, Dr. Tanya Yerigan, Dr. Dennis Lamb, Dr. Bruce Locklear. In the 2021-2022 academic year, there were four first year students (West Central 2, Red Lake, Brainerd, and Owatonna) and four second year students (Wadena, West Central1, Sioux Falls, and Owatonna).

In 2021-2022, the learning community research conference was held back on the SMSU campus. Nearly 175 educators and faculty attended the event. The research program was rebranded to reflect a new graduate look. The research conducted by the students was published in the Educator Development Network Research Journal. The journal is published by the learning community program. The journal editors are Dr. Lamb and Dr. Yerigan. The journal has also been developed to match the graduate program branding. It has been disseminated to several thousand alumni and partner districts. In addition to sharing great student action research, the journal is used to advertise an array of SMSU programs.

In the fall of 2021, the learning community faculty were able to meet their enrollment target of 70 by bringing in 75 new first year students. When combined with the second-year enrollment (73), the total overall 2021- 2022 learning community enrollment was 148. This number does not include the EDAL or Charter Certificate LC's.

The first-year sites were Owatonna, Brainerd, West Central 2, and Red Lake. The traditional masters-level learning communities (without the EDAL or charter numbers included) averaged a respectable 18.25 students per site.

The second-year sites were Owatonna, Wadena, Sioux Falls, West Central 1. For the second-year sites, the traditional masters-level learning communities averaged 18.75. students per site. During the 2021-2022 academic year, we delivered 8 separate learning communities for a total of 2,516 graduate credits. The approximate gross revenue breakdown is below.

Table 5. Approximate Gross Revenue of the Graduate Learning Communities.

	Tuition/Cr.	Credits Generated	Gross Revenue Generated	FYE Generated	2021-2022 FYE Revenue (\$3112/Cr.)	20201-2022 Total Gross LC Revenue
Year Two LC (2020-2022)	447.25	1241	\$555,037.25	62.05	\$193,099.60	
Year One LC (2021-2023)	463.25	1275	\$590,643.75	63.75	\$198,390.00	
			1,145,681.00		\$391,489.60	\$1,537,170.60

In addition to the learning communities delivered, the learning community faculty also serve our SMSU alumni by offering professional development courses to advance their teaching skills. Often, our alumni have their colleagues enroll with them in these courses. Four of the learning community faculty have delivered several AE classes throughout the academic year and summer sessions. In the 2021-2022 academic year. These faculty delivered an additional 761 graduate adult education (AE) credits at \$150/credit for a gross revenue of \$229,483.50. It is noteworthy that these courses were also utilized as a promotion to market the learning communities (masters-level and EDAL). This has been a successful recruitment tool. The chart below delineates the number of credits delivered.

Table 6. Graduate Adult Education (AE) Credits Delivered by Graduate Learning Community Faculty in AY2022.

Faculty	Fall 2021	Spring 2022	Summer 2022	Total
Dr. Lon Richardson	0	0	0	0
Dr. Tanya Yerigan	80	150	110	340
Dr. Dennis Lamb	0	0	331	331
Dr. John Engstrom	0	0	90	90
Total Credits Delivered:				761

Table 7. Graduate Adult Education (AE) Gross Revenue in AY2022.

2021-2022 AE Credits Delivered	Tuition	Tuition Revenue	FYE	FYE Revenue FYE=\$3110/credit	2021-2022 AE Gross Revenue
761	\$150/cr	\$114,150	38.05	\$115,333.50	\$229,483.50

10-credit topic packages were offered to approximately 77 practicing educators from MN and SD. We have noticed a reciprocal benefit. Our master's alumni refer students to the AE program and the AE students refer their colleagues to our graduate programs. AE packages were offered in the topic areas of self-care, mental wellness for adults and youth, adverse childhood experiences & toxic stress, emotional intelligence, and poverty.

Charter School Leadership -

Dr. Dennis Lamb and Dr. Tanya Yerigan successfully secured an extension of the Charter School Leadership Program grant for Year Two of the program. This grant is funded through the Minnesota Department of Education. Another \$269,000 was awarded to SMSU to extend the work being developed in expanding the program and its offerings. In addition to the 19-credit certificate, students now can apply those credits to a master's degree as an area of emphasis, or if they already have a master's degree, they can apply 12 credits toward their K-12 Principal's license. There are 17 students currently enrolled in the Year Two cohort.

Educational Administration and Leadership (EDAL) -

Dr. Bruce Locklear is the coordinator of the EDAL (Educational Administration and Leadership) program. The EDAL program is offered in a Learning Community format with options for educators to earn the principal, director of special education, and superintendent licensures as well as earning the specialist degree. Dr. Locklear also works with a team of educational administrators still active

in the field. These members of his team assist in co-facilitating the program courses. His team includes:

- Dr. Chad Anderson
- Dr. Jeannie Mayer
- Heather Anderson

Our EDAL program continues to grow and gain traction throughout the state. This year all but one of our students successfully completed the licensure program, giving us a 90% completion rate for those who have completed the licensure requirement. Of the most recent cohort, we have 6 from our most recent group who have placed into new or continuing administrative roles for a 60% placement rate for those who desire an administrative position. . It is noteworthy that this is a licensure program producing nearly a dozen licensure-eligible administrators into the state of MN each spring.

Special Education -

Dr. LeAnne Syring collaborated to add the Special Education: ABS and Early Childhood Special Education licensure programs to the graduate level. Candidates will be able to choose whether to seek these two licensures at the Baccalaureate or Master's level (in addition to the currently offered four licensure Post-Bacc options) opening up our programs to more aspiring educators. The Special Education programs growth has enabled us to add a new faculty member to the program. Dr. Donna Pettit joins Dr. Michelle Beach, Dr. Lori Reese, and Dr. LeAnne Syring in our Special Education programming.

Physical Education Coaching of Sport (PECS) -

Dr. Frankie Albitz is the Physical Education Coaching of Sport (PECS) program. The PECS program is an online, nonlicensure master's degree program based on national standards. It is offered in a two-year cohort model with cofacilitators for each course. The new cohort for this year has 24 students. They are more diversified than in the past. We have High School and College coaches/teachers in the Program, as well as SMSU GAs. The coaches and GAs are similar in numbers; for a while the GAs outnumbered other students. Faculty seem to be stabilized right now. At the beginning of this Program, we had turnover of faculty.

One project is to convert from using Livetext to the D2L ePortfolio software. Livetext was expensive for students who probably would never use this software after the two-year PECS Program. The D2L ePortfolio is free to them, and it is capable of gathering some statistics to evaluate the Program. D2L will be utilized to Survey graduating students rather than SurveyMonkey. If D2L Survey software is not powerful enough, we will return to SurveyMonkey.

Post-Baccalaureate / Graduate Licensure -

In December of 2018, the Education Administration and Leadership Program (EDAL) hosted the Board of School Administrators (BOSA) site team as part of the reaccreditation process. BOSA granted approval with the condition of interim reports in June 2019 and in 2020 to allow for alignment of the updated MN standards within SMSU courses, further development of cultural competency, programmatic assessment, and full implementation of the advisory council. The follow-up site visit took place on June 22, 2020 with positive results and full approval.

Drs. LeAnne Syring and Sonya Vierstraete in collaboration with Dr. Rhonda Bonnstetter and the TEP licensure faculty created three new courses for the Post-Baccalaureate Standards of Effective Practice Graduate Certificate, and courses were approved via the SMSU curriculum process in

AY2020 and Minnesota State in AY2021. The SoE TEP received approval from PELSB in June of 2021 to begin offering courses in the fall of 2021. During AY2022, ED 601 was offered in the fall of 2021, ED 602 was offered in the spring of 2022, and ED 603 was offered in the summer of 2022. These courses open the master's program to candidates seeking their initial teaching license.

The graduate education programs model the National Board of Professional Teaching Standards and the National Partnership for Excellence and Accountability in Teaching Characteristics of Effective Professional Development.

Standard 1. Educators are committed to students and their learning.

- 1.1 Educators recognize individual differences in their students and adjust their practice accordingly.
- 1.2 Educators have an understanding of how students develop and learn.
- 1.3 Educators treat students equitably.
- 1.4 Educators' mission extends beyond developing the cognitive capacity of students.
- 1.5 Educators affirm the commonalities and differences of students and all humans.

Standard 2. Educators know the subjects they teach and how to teach those subjects to students.

- 2.1 Educators appreciate how knowledge in their subjects is created organized, and linked to other disciplines.
- 2.2 Educators command specialized knowledge of how to convey a subject to students.
- 2.3 Educators generate multiple paths to knowledge.
- 2.4 Educators use instructional technology effectively.

Standard 3. Educators are responsible for managing and monitoring student learning.

- 3.1 Educators call on multiple methods to meet their goals.
- 3.2 Educators facilitate learning in group settings.
- 3.3 Educators focus on student engagement.
- 3.4 Educators regularly assess student progress.
- 3.5 Educators emphasize principle/critical objectives.

Standard 4. Educators think systematically about their practices and learn from experience.

- 4.1 Educators regularly model ethically reasoned judgments as they engage in daily decision-making within their learning community.
- 4.2 Educators seek the advice of others and draw on education research and scholarship to improve their practice.
- 4.3 Educators make decisions based on knowledge of the historical, philosophical, and social foundations of education.

Standard 5. Educators are members of learning communities.

- 5.1 Educators contribute to school effectiveness by collaborating with other professionals.
- 5.2 Educators work collaboratively with parents and families.
- 5.3 Educators engage community resources to enhance learning.

Leadership Proposition 6: Educators are leaders in their schools, districts and broader community.

There is an ongoing collaboration in the Graduate Education program with Doctoral students from Udon Thani Rajabhat University in Thailand. With COVID-19 travel restrictions, we did not have students travel to campus in AY2021 or AY2022.

School of Education. The School of Education created a policy handbook during the 2017-2018 academic year. The handbook continues to be updated annually with full department approvals. The policy handbook continues to evolve and be a dynamic resource for faculty and staff and housed on the internal drive. This is a different document than the Teacher Education Program (TEP) Guidelines along with application process, the TEP Clinical Experience and Student Teaching handbook, and the School of Education Policies, Practices, and Due Process documents.

Section II – Faculty Involvement & Activities Highlights

The School of Education faculty are dedicated with many identifiable accomplishments. Please find the following professional development highlights as submitted by individual faculty members for inclusion in the annual report; this is simply a *brief* summary of submitted faculty accomplishments.

A. Teaching, Learning, and Additional Assignments Highlights

All department faculty are involved in continually developing and revising the courses they teach to best serve their students. This area receives the greatest allocation of time from all faculty members. Additional responsibilities beyond teaching and supervising student activities are included below.

Dr. Michelle Beach collaborated with Dr. Noles Stevens, and Dr. VanOverbeke revised and co-taught the online ED 424/524 Mathematic Methods & Lab courses to integrate higher leverage practices (HLPs) through the learning cycle (introduce, prepare, enact, and analyze) and layered the practices throughout ED 424/524 Mathematic Methods and Assessment/Lab in content and pedagogy while based on advancing equity and justice.

Dr. Michelle Beach attended several conferences and workshops focused on integrating equity into teacher education curriculum, and used the information to adapt and expand current course curriculum. Particularly impactful in terms of practical application was Dr. Beach's participation in the Second Global Peralta Online Equity Conference presented by California Community Colleges and California Virtual Campus Online Education Initiative. Dr. Beach attended this conference in 2021 as well, and found it to be exceptional in terms of providing concrete methods for adapting coursework to advance equity.

Dr. Sarah Huseby has worked hard to meet the needs of all her students. As a result, she worked hard to implement a variety of teaching and learning strategies. This included:

- Transitioned courses, ED 402/502 and TESL, fully online
- Continued to provide differentiated instruction for all courses as (Hybrid) options for students to attend class online or on campus
- Implemented Culturally Responsive Teaching Strategies
- Provided in-depth, and timely feedback for students on all assignments and discussions
- Offered both traditional on campus office hours and virtual office hours for both our on campus and distance learning students

The beauty of being an educator is the ability to learn, grow, adapt, and change from year to year. And, ultimately, over the course of this school year, Sarah continued to grow in both her understanding of the School of Education and the various courses that she instructed.

Ms. Christine Quisley completed her second year at Southwest Minnesota State University. She has focused her first year teaching a variety of courses, and serving as faculty lead and coordinator for the Southwest Teacher Preparation Partnership (SWTPP). Prof. Quisley also worked diligently at reaching out to candidates in the Worthington, MN area who would be interested in obtaining their elementary education degree through SMSU. The SWTPP Program Cohort One has completed the first year and begin the student teaching residency during AY2023.

Dr. Donna Pettit has instructed ten courses in the Fall and Spring of the 2021-2022 academic year. She has redesigned the syllabus for SPED 290 to integrate knowledge gained from the ACUE course

taken this fall on *Creating an Inclusive and Supportive Learning Environment*. The redesigned syllabus and course now reflects a more inclusive format for students with culturally responsive teaching techniques. All standards, instructional activities, assessments, use of technology, information literacy, diversity education, and student feedback are also present in the syllabi. Additionally, Dr. Pettit has designed the course content for ED 601 and ED 603 creating assignments that met the goals and objectives stated in the in syllabus.

Dr. Lori Reese met Criterion 1 through the addition of a weekly assignment checklist with imbedded links for modules, as well as due dates in various locations throughout D2L Brightspace to include; the checklist, next to assignments under Contents, in the syllabus, and under the Assignments Dropbox. Criterion 1 was further accomplished through positive and constructive student feedback via a course survey as demonstrated below. Finally, Criterion 1 proved to be quite successful through the implementation of BLOGS in place of discussion boards to encourage students to be reflective practitioners.

Dr. Mary Risacher was on [sabbatical during AY2022](#).

Dr. LeAnne Syring taught the following: Summer 2021-27 credits, Fall 2021-29 credits, Spring 2022-21 credits. She welcomed new faculty member Dr. Donna Pettit, mentoring her work in Special Education. Dr. Syring coordinated Special Education Team Meetings once per week and developed a Special Education Faculty Manual. Dr. Syring's advisee load as of April 2022 is 139 students, undergrad and graduate. Special Education Curriculum items include course changes, adding the graduate level to Early Childhood Special Education, revising the Master of Special Education program to include ABS & ECSE and offer an alternative Special Education Core of Courses. Revision of various webpages in conjunction with Cori Ann Dahlager is an ongoing process for our ever-changing program.

Dr. Syring enjoys reading course feedback to improve her courses. This past year's feedback ranged from: "I think a lot of people look at special education as being "different" when really it's just sound teaching practices and understanding the individuals you teach. I am excited to learn more." To--- The one thing that I would have liked to have included in this course . . . a charcuterie board!

Dr. Debbie Van Overbeke taught various courses in the undergraduate and graduate program, of note is ED 424: Elementary Mathematics Methods & Lab.

In ED 424, Dr. Noles Stevens, Dr. Michelle Beach, and Dr. VanOverbeke revised and then co-taught the online and on campus courses to include the higher leverage practices (HLPs) taught through the learning cycle (introduce, prepare, enact, and analyze) and layered in content, pedagogy, and advancing equity and justice.

Dr. VanOverbeke served as the Online School of Education Graduate Coordinator. In this capacity, she conducted the business of the graduate program and promoted the online graduate program, which is growing in numbers. .

Dr. Sonya Vierstraete served as the Chairperson for the School of Education for her eighth year. Dr. V. teaches and advises undergraduate and graduate students with a focus on elementary education, literacy, and TESL. She collaborated with colleagues throughout the year in a variety of areas including: the SWTPP – Southwest Teacher Preparation Partnership as well as SoE assessment, accreditation, and licensure. Dr. Vierstraete also served as SMSU's Faculty Athletics Representative.

Dr. Tanya Yerigan facilitated two learning communities in central Minnesota. She guided/chaired the research of 36 graduate students. Additionally, Dr. Yerigan served as Director of Graduate Education as well as the Learning Community Coordinator. Each semester, Dr. Yerigan has offered and taught AE (Adult Education) packages to former graduate students and their colleagues. This year, Dr. Yerigan recruited 29 additional students, delivered, and brought into SMSU 340 additional graduate credits.

B. Scholarly and Creative Activity Highlights

School of Education faculty are very active in sharing their knowledge with area teachers for in-services and at local, regional, state, national, and international conferences. Many presentations are collaborative efforts; samples of these presentations are listed below.

Dr. Michelle Beach continued to serve as an editor and peer reviewer for *The Journal of Research in Childhood Education*, a quarterly peer-reviewed Journal. Recent reviews include the journal submissions “School Children’s Experience of Engaging in A Lust for Life Schools Programme” and “The Effect of Two Kinesthetically-Based Phonemic Awareness Trainings on Preschool Literacy Skills.”

Along with Drs. LeAnne Syring and Donna Pettit, Dr. Michelle Beach is in the process of co-authoring a SPED 290 – Introduction to Special Education textbook through an FIPSE grant. This grant opportunity is part of the Open Textbook Pilot through the MinnState system. Work was begun in 2022 and is scheduled to be completed by 2024.

Dr. Sarah Huseby spent considerable time researching a wide scope of language and literacy topics. This included:

- Researched, presented, and planned a Two Way Immersion School for the Southwest Minnesota area
- Developed and collected research for a study with her colleague, Dr. Reese, that focuses on dually identified English learners and students of Special Education, *English Language Learners and Teacher Education: How Are We Doing?*
- Prepared to submit her paper **Effective Characteristics of Rural English Learner Programs** for presentation and publication at La Asociación Nacional Universitaria de Profesores de Inglés (ANUPI) International Journal and Conference

Dr. Donna Pettit is in the process of writing a textbook for SPED 290 – Introduction to Special Education, with peers through an FIPSE grant. The team is in the process of setting up our goals and working through the logistics of what the chapters will contain as well as meeting all the goals and objectives needed to be fulfilled within the course. Dr. Pettit and colleagues will be working with OTP (Open Textbook Pilot through the MinnState system).

Dr. Lori Reese collaborated with her colleague, Dr. Sarah Huseby on research for publication; *English Language Learners and Teacher Education: How Are We Doing?* Although the study did not move as quickly as anticipated, the work made substantial progress over the course of the year. The data collection tool (survey) was successfully developed, the research was submitted and approved by the IRB, participants were identified, and the participant request was sent via email. Initially, the plan was to share the survey with two different consortiums in southwest Minnesota, which included more than thirty school districts. In order to do so, Dr. Reese and Dr. Huseby connected

with the Directors of the MRVED and SWWC consortiums to present and share the details of the study with the Superintendents of each district within the consortiums. After sharing the details of the study, the data collection tool, and the way in which the study could positively impact both our local districts and the field of education, there was very little interest from the Superintendents to ask their teachers to complete the survey. As a result, Dr. Reese and Dr. Huseby regrouped and decided shift focus on the next possible participant group, SMSU Education Alumni. Through this process, the SMSU Alumni Office provided a list of Alumni from the past 15 years. Through support from TRC, a mail merge was created to send approximately 1,200+ emails. Dr. Reese and Dr. Huseby plan to collect the survey data, analyze through the constant comparison coding method, develop and submit the study for publication to a peer-reviewed journal.

Dr. Mary Risacher was on [sabbatical during AY2022](#).

Dr. LeAnne Syring submitted a manuscript - October 2021 *Administrators' Perspectives on Inclusion in Preschool* Division for Early Childhood Recommended Practices Monograph No. 9 - Leadership. Dr. Syring is participating in an OER Learning Circles, MinnState System - *Introduction to Special Education* course. Co-creator with Dr. Michelle Beach, Dr. Donna Pettit, and Jodi Elliott, Spring 2022 start.

Dr. Syring is on the *International Journal of Whole Schooling* Review Board. Dr. Syring has also reviewed textbooks: *LINKing Authentic Assessment and Early Childhood Intervention: Best Measures for Best Practices* Lead Author: Stephen Bagnato, Ed.D., NCSP and *Macmillan Learning's first edition* by Allison Fuligni, Andrew Fuligni, and Jessica Bayne: *Scientific American: Child and Adolescent Development*. Review February 2022. Dr. Syring also reviews conference proposals for the Council of Exceptional Children.

Dr. Debbie Van Overbeke revised the methods course ED 424: Elementary Math Methods and Lab. The syllabus was a deliverable for the University of Michigan's TeachingWorks 16-credit Certificate in Practice-Based Teacher Education participated in by Dr. Noles Stevens and Dr. VanOverbeke.

Dr. Sonya Vierstraete focuses on ways to share her scholarship with others:

- began authoring open education resources (OER) through Minnesota State's Open Textbook Pilot – Teacher Education project funded by the U.S. Department of Education – *Introduction to Literacy* and *Foundations of Instruction* courses/resources.
- Collaborated with MEDA – Minnesota Education Deans Alliance deans on grant writing and funding for SKEEP – Secondary and K-12 Education Enhancement Projects.
- Collaborated with Jessica Mensink on the MDE Expanding Concurrent Enrollment grant.
- continues to co-author a blog entitled 'A Tale of 2 Profs: Sharing our Stories about Teaching, Learning, Leading, & Living with Dr. Wendy Schoolmeester, which launched in February 2014 at www.educonnections.org.

Dr. Tanya Yerigan and Dr. Lamb are the developers and editors of the EDN (*Educator Development Network*) Journal. This is an academic journal containing SMSU's graduate student research. This journal (containing advertisements promoting various SMSU programs) was finalized and digitally disseminated to roughly 3500 program alumni and hundreds of school districts. The plan is to share print copies when visiting school administrators.

C. Professional Development Highlights

School of Education faculty work to keep abreast of changes in their fields. A partial listing of conferences, workshops, and other professional development activities is included as a sampling of these activities.

Dr. Michelle Beach attended multiple international, state, and local conferences and training sessions in 2021-2022, including the International Council for Exceptional Children Conference (CEC) in Orlando, FL, the Minnesota Association of Colleges for Teacher Education (MACTE) Virtual Statewide Meeting and Collaboration, the Minnesota Early Childhood Summit 3 day Conference, as well as The Connected Faculty Summit. In addition, Dr. Beach attended the Minnesota IT Conference: Access, Ability, Accessibility presented by the Minnesota State Conference Planning Committee and the 2022 GoReaction 2022 Conference: The Virtual Conference for Skills Based Learning. Presented by GoReact. Dr. Michelle Beach has been approved to be part of the summer professional development opportunity, Specific Faculty Learning Community: Education. Minnesota State Educational Innovations held May-August, 2022.

Dr. Sarah Huseby worked hard to continue in her professional development and study in language and literacy. As a result, this school year she:

- Remained an active member of a variety of language and literacy organizations including International Literacy Association (ILA), Minnesota Reading Association (MRA), Teaching English to Speakers of Other Languages (TESOL), Asociación Nacional Universitaria de Profesores de Inglés (ANUPI)
- Presented professional development trainings at local schools and consortiums in regard to English learner literacy and Newcomer strategies
- Participated on state committees in order to grow, develop, and plan future programming for English learner and literacy (ELSIG, ELSWD) in the state of Minnesota

Dr. Donna Pettit completed an ACUE course on **Creating an Inclusive and Supportive Learning Environment** this past fall. She is currently enrolled in the **Professional Certification in College Student Wellbeing, Trauma, and Resilience** course offered through Florida State University. Through these two courses have increased her knowledge of how to create inclusive and supportive learning environments in courses. She has also learned how to better support the emotional wellbeing of students and colleagues.

Additionally, she has participated in the book study on **Four Hundred Souls** edited by Ibram X. Kendi and Keisha N. Blain. She has purchased several books that she utilizes in teaching; Three of which are: **Conscious Classroom Management** written by Rick Smith and Grace Dearborn, **Culturally Responsive Teaching & the Brain** written by Zaretta Hammond, and **Grading for Equity** written by Joe Feldman.

She attended the MACTE conference held via Zoom this Spring, and was able to connect with other faculty members from various colleges and universities across the state. She has become a member of a small group of other Special Education faculty, where we discuss how we can improve Special Education programs throughout the MinnState system.

Dr. Lori Reese believes Criterion 3 is an area in need of further development. However, students continue to be encouraged to express themselves in an authentic manner, where owned cultural experiences are demonstrated and graciously acknowledged.

Dr. Mary Risacher was on [sabbatical during AY2022](#).

Dr. LeAnne Syring attended various local, state, and national webinars and trainings to enhance her teaching and knowledge base. Dr. Syring and Dr. Beach attended the Council of Exceptional Children conference in Orlando, Florida, January 16-19, 2022. Sessions ranged from co-teaching models, tips, and strategies, to culturally responsive teaching to using virtual reality in special education.

Dr. Debbie VanOverbeke finalized the TeachingWorks 16-credit Certificate in Practice-Based Teacher Education in fall 2021. Classes were held via Zoom with reading, math, and science methods professors throughout Minnesota.

Dr. VanOverbeke applied to and was accepted to participate in the *LETRS* (Language Essentials for Teachers of Reading and Spelling) training funded by the Minnesota Department of Education. *LETRS* is a two-year professional development course of study for instructors of reading, spelling, and related language skills. The training involves a combination of online and synchronous classes, with valuable Science of Reading backed information and teaching practices to teach reading to all students. Dr. VanOverbeke is visiting a first-grade reading classroom in Tyler, Minnesota to complete the classroom applications for the course.

In addition, Dr. VanOverbeke has attended several workshops including:

- *Adult Mental Health First Aid USA*. Completed this certification offered through SMSU on February 18, 2022.
- SMSU Professional Development Day. On August 17, 2021, attended *Trauma Across Generations: The Impact of Historical Trauma, Making a Creative, Engaging Syllabus, A Source Evaluation Method, and Hook Your Students with Practical Pedagogical Practices*.
- *Minnesota Association of Colleges for Teacher Education, Moving the Profession Forward While Living a Pandemic*, Virtual Winter Statewide Meeting and Collaboration, February 10, 2021.

Dr. Sonya Vierstraete completed an 18-month post-doctoral fellowship focusing on PBTE – Practice-Based Teacher Education thru TeachingWorks/University of Michigan along with colleagues Drs. Debbie VanOverbeke and Kandy Noles Stevens. Dr. V. participated in Minnesota Association of Colleges for Teacher Education conferences in the fall, winter, and spring. She participated in the Florida State University College Student Wellbeing Trauma, and Resilience professional certification as well as completing the ACUE – American Colleges and Universities for Education Microcredential in *Creating an Inclusive and Supportive Online Learning Environment*. This spring, Dr. V. began *LETRS* – Language Essentials for Teachers of Reading and Spelling training offered through the Minnesota Department of Education funding. This 18-24-month program is an intensive training offered to in-service teachers, school administrators, and literacy professors to advance literacy in the state.

Dr. Tanya Yerigan attended conferences that would better herself as an instructor as well as the experience of her students. These focused on the topics of trauma and self-care. She also completed the requirements to become re-certified as a MHFA Instructor for both Youth and Adults.

D. Service to Students Highlights

All School of Education faculty members provide advising to the teacher education candidates, physical education students, and graduate students; many also act as chairs for graduate education students. In the past academic year, undergraduate department faculty signed up for two weeks each term to provide student tours for recruiting, and also for one week during the summer. Undergraduate faculty members helped with Admitted Students and Registration days throughout the academic year. Graduate faculty in the learning communities volunteered to attend recruiting and marketing meetings for potential learning communities and assist in calling and emailing potential graduate students for marketing their programs.

The School of Education annually receives and reviews applications for a number of scholarships, each having individual criteria for eligibility:

Carr Properties Scholarships: (FR/SO/JR/SR academic standing)
Open to any education major based on academics and leadership

District Partner Scholarship: \$250 per semester, renewable up to \$1000
This scholarship is awarded to a graduate studies student if three or more students, from the same school district, join a learning community.

Kelsey Eberle: (JR academic standing)
Any full-time junior Education major demonstrating strong academic and leadership

Con and Marcy Eckstrom Family Scholarship: (SO/JR/SR academic standing)
Art Education or Physical Education major

Anna Marie Fagerlie: (SO/JR/SR academic standing)
Returning Full-Time Elementary Education major.

Education Department Scholarships: (FR/SO/JR/SR academic standing)
Any Education major

The Winston Gittens Diversity in Education Scholarship was established by faculty in 2018 to encourage teacher candidates from diverse backgrounds to pursue teaching. This scholarship fund is currently growing with hopes to be an endowed scholarship.

Geneva Emblem Education Scholarship: (FR/SO/JR/SR academic standing)
Any Education major

Golden Rule Scholarships: (SR academic standing)
Female Elementary Education major demonstrating financial need

Dr. Sharon E. and David E. Kabes Graduate Education Scholarship: \$1,000 annually
Recipient must have a minimum GPA of 3.0, be enrolled in Masters in Education.

Keigh Hubel Rural Education Scholarships: (JR or SR academic standing; admitted to TEP) Any junior or senior education student with consideration of rural schools

Ann C. Peters Scholarship: (JR academic standing)

A major in mathematics; and/or the student must work toward an elementary education major working toward a minor in mathematics.

Robert Schwerin Memorial Scholarship: (SR academic standing)

Any senior from the Midwest with a 3.0 GPA or higher

Clint's Kindness & Service Scholarship:

Recipient is a graduate student within a learning community program.

Faculty members also support action research as well as portfolio development and review at both the undergraduate and graduate levels. Many faculty members participate in the student mentee program and serve as university supervisors.

The Education Minnesota Aspiring Educators (EMAE), formerly known as Education Minnesota Student Program (EMSP), is a student organization sponsored by the Education Department providing professional development, learning activities, grants, and social programming for all education students. The faculty advisors for this student group was Drs. LeAnne Syring and Sarah Huseby.

Critically, faculty offer their time to meet with prospective undergraduate students as they consider their post-secondary options – as well as faculty advising students regarding graduate school and sharing specifically about our graduate programs at SMSU.

Dr. Michelle Beach served as the advisor to over 100 ECSE and Early Childhood majors in 2021-2022. In addition to providing course registration information to students for all three academic semesters, an advisor in the Education Department is responsible for several additional duties such as reviewing the advisee's Application to the Department, supervising Applications for Placement & Student Teaching, and monitoring compliance with state requirements, as well as other advising tasks that non-Education faculty advisors do not typically do as part of their advising responsibilities. In order to attempt to manage this many advisees without compromising their student-advisor contact time, Dr. Beach sent out Today's Advising Tip weekly and sent out advising newsletters monthly.

Dr. Michelle Beach responded to numerous inquiries about the Early Childhood and Early Childhood Special Education majors via phone and e-mail throughout the academic year. Dr. Beach assessed and completed Graduation Portfolio Reviews for fall and spring student teachers.

Dr. Sarah Huseby continued to support student growth in a variety of ways during the 21-22 school year, which included:

- Scheduled to Supervise three TESL Practicum students at the Graduate level summer 2022 equaling a total of 240 hours of Supervision across three levels: K-4, 5-8, 9-12
- Supervised Educational Studies Practicum students with over 90 credits equaling 1,340+ hours of Supervision

- Served as an Advisor for over 40 students in a variety of majors including, Teaching English as a Second Language, Educational Studies, and Undecided
- Served as the Chair for five Graduate Student Research Projects
- Completed TESL Portfolio Reviews, Educational Studies Portfolio Reviews, and Graduation Portfolio Reviews
- Served as a Co-Advisor for EMAE Aspiring Educators

Dr. Donna Pettit has become a committee/chair member for six graduate students as they complete their master level research projects, and has enjoyed her time with each student as she continues to assist them in reaching their goal.

Dr. Pettit has assisted 81 different students as an academic advisor. She works with each student one-on-one, either via Zoom or in-person, to create an academic plan that will provide a pathway for them to know which courses to take each semester that will allow them to graduate in the shortest time possible. As a team, Dr. Pettit and each student work to make sure each SMSU goal area and major course work is addressed.

Dr. Lori Reese reports Criterion 4 was achieved through multiple learning opportunities. Dr. Reese had the awesome pleasure of supervising five pre-student teachers as she supported their developing understanding of the edTPA lesson plan experience. Dr. Reese also had the fortunate opportunity to observe one undergraduate student teacher and one advanced practicum masters student teacher in action as they demonstrated their stellar knowledge acquired through our dynamic teacher education program. Finally, Dr. Reese had the distinct honor to serve as committee chair for five fabulous graduate students.

Dr. Mary Risacher was on [sabbatical during AY2022](#).

Dr. LeAnne Syring advised an average of 110 students each semester during the 2021-2022 academic year. Individual Zoom sessions are held for each one, averaging 30 minutes per session. The chance to connect with the students is invaluable. Dr. Syring also participated in several advising sessions held by the admissions office, met with prospective students and represented SMSU alongside Dr. Sonya Vierstraete at the Anoka-Hennepin Virtual Career Fair.

Dr. Debbie VanOverbeke advised over 102 students in 2022/2022, reviewed undergraduate Action Research projects, participated in LiveText portfolio reviews of undergraduate and graduate students completing their programs, and chaired Action Research Projects for 22 graduate students at various stages in the research process.

Dr. Sonya Vierstraete conducted prospective student visits throughout the year, and she assisted at Admitted Students/Registration Days hosted by the Admission Office both on campus and then online this spring as well as assisting with Mustang Days on campus. She advises approximately 80-90 students, advising in ELED, Literacy/Reading, and TESL programs with the majority of online elementary education majors. Dr. Vierstraete acted as the graduate action research advisor to several students in the areas of Reading/Literacy and Teaching English as a Second Language. Dr. Vierstraete supports SMSU Mustang athletics, attending SAAC – Student-Athletes Advisory Council meetings and helping with degree completion and post-graduate scholarship opportunities thru the NCAA.

Dr. Tanya Yerigan worked with SMSU branding to develop badges, certificates, and marketing publications for each credential to promote students earning the newly developed micro-credentials. The earned badges are a way for educators to build credentials while also providing a way for them to highlight their concentrated work with a given topic area. The badge(s) can be displayed on educator newsletters, websites, business cards, classroom walls, and so forth. Each AE package successfully completed earns the educator an additional badge.

Dr. Yerigan and Dr. Lamb worked with SMSU staff to rebrand the Action Research Conference program. In addition to rebranding, they also worked on advertisements for other programs that would be included within the program.

E. Service to University & Community Highlights

The School of Education faculty members have been active in a number of ways in their service to SMSU as well as where they reside.

Dr. Michelle Beach provided ongoing faculty support at the state and university levels to help faculty adapt curriculum to online delivery. Dr. Beach assisted faculty, answered questions, and provided suggestions and solutions. Dr. Beach assisted Kate Borowske in determining needs and solutions as f2f faculty transitioned to learning how to teach online.

Dr. Beach served on the state committee for Accessibility and was a member of the state Campus Academic Technology Team (CATT). Additionally, she was appointed as a member of the Southeast Technical College Advisory Board, the Hennepin Technical College Advisory Board, the MSCTC Advisory Board, and Child Aware – T.E.A.C.H., which is the state advisory board that provides scholarships and tuition to Early Childhood students in Minnesota, including SMSU students. At the local level, Dr. Beach served on several SMSU committees in 2021-2022 including the Academic Technology Committee, the Faculty with Disabilities Committee and the Teacher Education Advisory Council (TEAC). At the department level, Dr. Beach participated in several education department and special education sub-committees. Dr. Beach served on the search committee for a new tenure-track position in Nursing.

Dr. Beach volunteered for the American Heart Association, Shriner's Hospital for Children, Reinertsen Elementary School, Horizon Middle School, and Park Christian School.

Dr. Sarah Huseby continued to serve the University and local communities in a variety of ways during the 21-22 school year. This included:

- Served on committees including the World Language Committee & Global Studies Committee
- Attended School of Education faculty meetings including Undergraduate, Graduate, Assessment & Accreditation, and Full Department
- Provided presentations and training for local districts and staff in regard to literacy and language
- Shared information and advised prospective students at events for the University, Department, and individual meetings

Dr. Donna Pettit has been involved in all department meetings where we discuss all aspects of how to grow our department, review PLESB rules and regulations to ensure we are meeting those, voting on different program updates or changes needed, and curriculum proposals.

She has assisted the Education team in many different areas. Some of these areas include strategic planning, curriculum issues, student entrance into the TEP, and Assessment and Accreditation issues. Specifically, she has assisted the Special Education Team in reviewing and offering suggestions on the Special Education Faculty Handbook, discussing and resolving student academic issues, discussing and resolving advising issues, creation of new courses and altering existing course structure/syllabi, and other items that come up in our department meetings.

Dr. Pettit has volunteered and became a part of the Resumptive Committee this past year. Being a part of this committee has taught her to become more aware of the pandemic and how it affects the lives of all faculty and students at SMSU and across the state. Next year she has been given the privilege of serving on the Academic Affairs Committee as the representative for the School of Education.

Dr. Lori Reese reports, Criterion 5 was met through successful work achieved in building strong relations with institution partners through the role of Director of Education Articulation and Transfer Pathways. Additionally, Criterion 5 Service Contributions include: Guest Speaker on students with disabilities in Dr. Wendy Schoolmeester's ED 426 Elementary Social Studies Methods and Lab course, sharing knowledge of teaching Special Education students, A presentation of Autism Spectrum Disorder (ASD) content to Justice Administration Class to meet recently required learning objectives, and committee service for Search Committee for a Nursing Faculty Position, Search Committee for Special Education Assistant Professor, Academic Advising Support Committee, and Institutional Review Board (IRB) Committee. Finally, Dr. Reese was appointed to serve as Chair for the IRB Committee and act as a member on the Committee for Institutional Assessment (CIA) committee for 2022-2023.

Dr. Mary Risacher was on [sabbatical during AY2022](#).

Dr. LeAnne Syring is committed to the students and the university includes memberships in local, state, and national organizations. Dr. Syring completed her 3rd year as a co-advisor of the Education Minnesota Aspiring Educators club. Dr. Syring completed her second video tutorial for the Registration & Records Office. The most recent was in the spring of 2022 and is a tutorial for the Student Planner in U-Achieve. Participation in the Scholarship Showdown for the second year was invigorating. The student applicants were outstanding and inspirational.

Dr. Syring was the chair for the graduate curriculum committee and a member of the Academic Affairs committee and the Center for Institutional Assessment for the university. She served as a Minnesota Association of College for Teacher Education (MACTE) Representative on the Program Review Panel for the Professional Licensing and Standards Board (PELSB) for three years.

Dr. Syring was involved in Junior Achievement in a 2nd grade classroom spring 2022. After a year off due to COVID, it was good to be back. Another highlight of the year was providing musical accompaniment for a former preschool student who earned his Boy Scout Eagle Scout Award. The student reached out personally to include Dr. Syring in his very special occasion.

Dr. Debbie VanOverbeke was an active participant in the University community as a member of the Institutional Review Board, Graduate Council, Graduate Curriculum Committee, Long Range Planning, the Executive Committee, Strategic Planning Committee and Delegate Assembly. She also served on the state Salary Equity Committee. In addition, she served the community as a member of the Lake Shaokaton Lakeshore Association Board of Directors and was elected to serve as secretary.

Dr. Sonya Vierstraete served on the following committees: HLC/Strategic Planning, Global Studies, SAGE, Equity by Design, and chaired the Intercollegiate Athletic Advisory Committee. She also served on the statewide Teacher Education committee (TEC), and serves as a PELSB – Professional Educator Licensing & Standard Board – licensure via portfolio reviewer and site visit reviewer. Additionally, she served on the Dean of ALS search and the Director of Assessment, Accreditation, and Licensure search committees for the School of Education. She chairs the Continuing Education for DNU ~ Diocese of New Ulm ~ Cluster IV (four area schools) and began serving as chair for the Minnesota Association of College for Teacher Education (MACTE) Teacher Relicensure committee. She serves as the Vice-President of the Southwest Minnesota Reading Council and completed her second 2-year term on the MACTE Executive Board. Dr. V. maintains partnerships she helped establish with El Colegio El Camino and Ulster University as we look to provide additional opportunities for teacher candidates. She also volunteers in various classrooms at area schools and serves as the President of the Marshall Tiger Football Boosters.

Dr. Tanya Yerigan served as the Graduate Education Director, Graduate Council Coordinator, the Learning Community Coordinator, as a member of the Graduate Curriculum Committee, a member of the Executive Council and as the liaison with an external marketing firm.

Dr. Yerigan established an endowment for SMSU graduate students. Scholarships of roughly \$800-\$1000 will be given each year in perpetuity. 2022 was the first year offering the scholarship.

SECTION III: Assessment

This section describes each program area's assessment plan, results, and how the results impacted or will impact teaching and learning. The most thorough reporting of programmatic assessment is within the RASLs submitted in September.

Undergraduate Education Programs. The undergraduate programs in Education were previously accredited by the Minnesota Board of Teaching. All of our licensed programs received full approval from the Board of Teaching (now PELSB) in 2010. The program applications were submitted via the EPPAS – Educator Preparation Program Application system, and have been approved until 2021. The most recent Board of Teaching site visit took place in November of 2017, and the SMSU School of Education Teacher Education Program received full approval until 2023 with a focus area report due within the 2-year interim; the report was submitted and continuing approval was granted the spring of 2020. The interim report was submitted and approval continues through 2023.

Assessment Plan. The assessment plan consists of the following checkpoints:

Checkpoint I: Admission to the Teacher Education Program

Candidates now apply for admission to the Teacher Education Program via an online application typically at the end of their sophomore year. This Perceptive Content online application was implemented this academic year, changing from the Livetext online application, which was created and adopted in 2018. The change in system and process allows for the teacher candidate to monitor the application process, and for the application to move through the workflow process similar to the student petition process. Criteria for admission may be found on the School of Education website: [Criteria for Admission https://www.smsu.edu/academics/departments/education/teacher-education-program.html](https://www.smsu.edu/academics/departments/education/teacher-education-program.html)

Updates since the revision in February of 2018, include:

Upon completion of 45 college-level credits with acceptable CUM GPA, teacher candidates may be admitted to the Teacher Education Program after successful completion of MnTC Goal 1 and 4 requirements AND attempting the NEA Essential Academic Skills (EAS) tests. With the implementation of tiered licensure in 2019, teacher candidates no longer need to pass the EAS exams for Tier 3 licensure; they do need to pass the EAS exams for Tier 4 licensure, however. *All ELED majors will need to take MATH 110 as it is a prerequisite for MATH 129, which is required for those corresponding degrees.

In addition to the required prerequisite coursework, candidates must have completed 45 semester credits, and will have completed 60 credits by the end of the term in which the student is applying for admission to the Teacher Education Program.

Also, students complete a biographical data form, write an essay, and submit four positive recommendations: one from an education faculty member, one from an academic reference, one evaluation from their ED 101 Introduction to Education and SPED 290 Introduction to Special Education field experiences mentor teachers. Candidates are asked to provide Verification of Experience in working with Children from two references as well. Another form relates to professional dispositions, and candidates rate themselves and list three areas for improvement.

Once the application is completed and submitted, the advisor for the candidate reviews the application to determine whether all minimum criteria have been met. If so, the faculty advisor moves the application forward to be considered by the Undergraduate Licensure faculty, and recommends the candidate for admission to the Teacher Education Program. The candidate's qualifications and dispositions are reviewed by all faculty, and a vote is taken. Candidates are informed of the result of the admission decision and any remediation needed. Admission to the Teacher Education Program allows students to register for methods courses at the 300-400 level and to progress towards recommendation for student teaching.

Assessment of Checkpoint One includes:

The Standards of Effective Practice (SEP) Program via submission of assignments in Livetext.

In ED 101 Introduction to Education, candidates complete a philosophy of teaching and are also evaluated on a 15-hour field experience which includes observation and writing/teaching one lesson. Assessed SEPs include: 7A, E, F; 9B, D, E; 10A, C. Additionally, in the ED 101 field experience: SEPs 4B, C, H; 6C, D, J; 9H, J, L; and dispositions.

Checkpoint II: Application for Student Teaching

The checkpoints have recently been revised to include the key assessments, which are embedded in the methods courses in each content area, as required by the BOT/PELSB last year.

To be recommended for student teaching, candidates must have successfully completed a 10-day pre-student teaching experience, and have received positive recommendations from their mentor teacher and university supervisor. Candidates complete a full semester of student teaching at the grade level(s) required for licensure. Candidates must complete all requirements of student teaching, including the Teacher Performance Assessment, and receive a positive recommendation from their mentor teacher and their university supervisor.

Assessment of Checkpoint II includes:

The Standards of Effective Practice (SEP) Program via submission of assignments in Livetext.

In SOCI 331 (formerly SOCI 212)/ED 312 Human Relations, candidates complete a Native American project and complete a text analysis for bias. MN Standards addressed via SOCI 212: 3D, J; 9C, G, I; 10D, E, G.

Checkpoint III: Methods

Assessment of Checkpoint III includes:

The assessment of Checkpoint III occurs the fall of junior or senior year (currently offered once every two years). For example, candidates submit their curriculum unit in HLTH 492. This is assessed with a rubric aligned to content standards in Health Education. MN Standards addressed: Content standards, specific to each program, such as this example for Health Education:

Standards -

3.H. A teacher of health demonstrates an understanding of the teaching of health that integrates understanding of health with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of health to preadolescent and adolescent students must:

3.H.2 : - understand and apply the research base for and the best practices of middle and high school education;

3.H.3: - develop curriculum goals and purposes based on the central concepts of health and know how to apply instructional strategies and materials for achieving student understanding of this discipline

Other areas of content assess the following key assessments:

ECE – ED 418 (kindergarten center), ED 424 (math unit)

ELED – ED 418 (kindergarten center), ED 424 (math unit)

Endorsements to Elementary:

Pre-primary –also ED 330

Math – ED 412 content methods course

Science – ED 413 content methods course

Social Sciences – ED 416 content methods course

Comm Arts – ED 414 content methods course

K-8 Spanish – ED 409 content methods course

SEC/K-12 – content methods course

DAPE – PE 220 unit

K-12 Reading – ED 451/551

SPED- SPED 430, SPED 480

TESL – TESL 435 (TESL unit)

CHECKPOINT IV: Student Teaching

Candidates apply for student teaching approximately 9-12 months prior to their student teaching placement.

Candidates must meet with their advisor(s) to document that they have met the following criteria:

- 1.) Minimum cumulative GPA of 2.8.
- 2.) Completion of all courses in the Liberal Education Program and all courses required for their licensure program.
- 3.) Completion of a Degree Check.
- 4.) Completion of a course completion plan for courses remaining prior to placement for student teaching.
- 5.) Recommendation by the candidate's advisor(s) for student teaching.
- 6.) Completion of all courses in Education and Special Education with a minimum grade of C; other specific program criteria are also required.

Assessment of Checkpoint IV includes the successful completion of student teaching at the end of the program. The Student Teaching evaluations, aligned to each of the 10 SEPs, are completed by the classroom mentor teacher and the university supervisor. Candidates must receive a positive recommendation to complete the student teaching experience and to be recommended for graduation and licensure.

With COVID-19, the edTPA was not required by PELSB in AY2021, was required in the fall of 2021, and optional with the PELSB approved discretionary variance/waiver in the spring of 2022. Otherwise, candidates are required to complete the EdTPA during student teaching and submit to Pearson for scoring. If they do not meet the state recommended threshold, candidates are required to revise their submission and resubmit to Pearson for official scoring. Candidates are required to meet competent levels in order to be recommended for graduation and licensure. The Director of Assessment, Accreditation, & Licensure along with the Director of Clinical Experiences in Education has facilitated the submission and remediation of the edTPA portfolios.

The Graduation Portfolio Review, aligned to each of the ten SEPs – Standards of Effective Practice, is conducted during the last week of the student teaching semester. Each candidate is assigned to an School of Education Teacher Education faculty member to complete a review of their portfolio, showcasing their best work in each of the ten SEPs and in their knowledge of their content area. Candidates are scored one to four with a rubric developed by the Education faculty. Candidates must receive a positive recommendation to be recommended for graduation and licensure.

MN Standards addressed and assessed in Checkpoint IV include: All ten SEPs and content area standards are assessed during the portfolio review process and the student teaching evaluation.

Licensure:

Following the posting of their degree, candidates must pass the final MTLE requirements for their licensure area; this includes tests in Pedagogy and Content for the grade level/content area they will be licensed in. When all requirements are met, candidates work through the Placement and Licensure Office to complete the application for licensure.

Results. Education faculty members meet several times per year to review various portions of the undergraduate assessment program. All faculty members participate in the review of applications from candidates for the Teacher Education Program and in the Graduation Portfolio Review.

The MN NES EAS passing scores have been set at 520 for reading, writing, and math respectively. Details have been posted to the MTLE website:

http://www.mtle.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AnnounceBasicSkills.html

PELSB now allows candidates to waive the EAS tests in Reading, Writing, and Math if they have met a threshold with ACT scores or other national test scores. Details can be found on the PELSB website: <https://mn.gov/pelsb/aspiring-educators/requirements/>

Important to note, the EAS scores are for the teacher candidates who do not meet the ACT threshold, removing the highest performers from the testing pool. This also results in skewing the test results posted for each institution. The EAS exams need to be passed to move from Tier 3 to Tier 4 licensure.

SMSU teacher candidates do well overall on the pedagogy and content tests. Scores for the pedagogy tests range in the 90-100% passage levels. Scores in the content tests have varied by content area. One area of need that was noted in our review was that of subtest 3 for the Elementary Content tests. This area consists of knowledge of science and social science content. Often this content is taken during the candidates' freshman and sophomore years as part of their Liberal Education Program (LEP). To help in this area, education faculty put together a suggested list of courses that Elementary Education candidates could take in their LEP to provide the background

knowledge needed. They have also made a more concerted effort to include a review of the content in the teaching methods courses for these areas, to provide a more current review prior to when candidates would take these tests.

As of this past year, the School of Education has aligned the SEPs – Standards of Effective Practice with the university’s Liberal Education Plan Student Learning Outcomes. As the NES Essential Academic Skills tests consider reading, writing, and math skills, the assessment of the SEPs and SLOs are related to this content as well. Please find this initial work as an appendix of this report. This work aligned with our preparation for the Board of Teaching Accreditation Site Visit, which occurred in November 2017. SMSU’s Institutional Report on Teacher Education and additional accreditation information can be found on our website:

<http://www.smsu.edu/academics/departments/education/education-department-accreditation.html>

Although waived as a requirement by PELSB in AY2021, the edTPA takes place during the student teaching experience, where teacher candidates write lesson plans for a unit or learning segment, videotape themselves teaching the unit, and collect and analyze student work. Candidates are required to complete written commentaries in response to a number of prompts, and these materials are scored based on fifteen rubrics in the areas of Planning, Instruction, and Assessment. The edTPA is required for all initial licensure candidates and is not required for teachers seeking additional licensures. During the methods year, pre-student teaching candidates do a practice edTPA and submit their practice edTPAs to their university supervisors for review using the local evaluation. In preparation for the edTPA, content from the edTPA is included in the methods courses for all programs. All student teachers were required to submit their edTPA portfolios to Pearson or an external review by a Pearson-trained scorer. Scores are then reported back to the student, SMSU Education, and to PELSB. Should the candidate not pass the edTPA, he or she is remediated by faculty or the Director of Assessment, Accreditation, and Licensure in collaboration with the Director of Clinical Experiences in Education at an edTPA support session or individual meetings, and then the candidate resubmitted to Pearson. The implementation and integration of the edTPA content into the methods courses continued throughout the academic year and will be reviewed during the professional development day at the start of the term once all edTPA scores have been returned to SMSU. Scores from the edTPA for student teachers, along with the GPAs and MTLE scores, are part of the assessment program for all licensure programs. In AY2021, the edTPA requirement was waived by PELSB for all teacher candidates due to the pandemic. It was required in the fall of 2021 and then optional with the PELSB approved discretionary variance (waiver) in the spring of 2022. Candidates received reimbursement for their edTPA course fee.

Undergraduate Programs in Physical Education: The Physical Education program includes majors in Physical Education-Teaching and Physical Education with emphases in either Recreation or Sports Management.

Faculty members and coaches involved in teaching in the Physical Education programs developed a new mission, vision, program goals, and a program assessment plan, which were implemented in the 2012-2013 academic year. The Physical Education-Teaching major was included in the Board of Teaching accreditation review done in December of 2010 and the site visit in November of 2017. The Physical Education: Recreation emphasis and Physical Education: Sports Management emphasis programs completed a program review in the spring of 2014 and is due for a program review.

Assessment Plan- meeting and results. The assessment plan developed by the members of the Physical Education programs includes the following mission, vision, and program goals.

Mission: The Physical Education Program develops leaders in physical education, coaching, recreation and sports management. We are committed to preparing students to meet the complex challenges of our regional and global communities.

Vision: The Physical Education Program has a vision of a physically educated world where lifelong learning and physical activity is practiced by all. Our students are prepared to make lasting contributions to our profession, communities, and society.

Physical Education Program Goals. A student with a Physical Education major:

- 1.) Values and participates in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (National PE Standards 3 & 6)
- 2.) Gains the knowledge and skills needed to manage physical, financial, and human resources.
- 3.) Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (National PE Standards 2)
- 4.) Promotes and embraces diversity in teaching, coaching, and managing sport/recreational activities.
- 5.) Is a lifelong learner who stays current on research and technology, develops critical thinking skills, and practices ethical behavior in the profession.
- 6.) Collaborates with stakeholders to build strong partnerships within the profession, community, and society.

Assessment criteria:

Portfolio – started in PE 108, finished in either PE 497 (Physical Education: Recreation or Physical Education: Sports Management) or in ED 304: Professional Development and Classroom Applications (Physical Education –teaching). Components of the portfolio were identified, along with the courses within the majors that would be responsible for developing those components.
GPA of majors

Exit survey – include the number of students going on to further degree programs

Students recognized for Academic Excellence by various outside groups (i.e., Academic All American; CoSida; National Wrestling Association; NSIC conference; ESPN award).

Graduate Programs in Education and Special Education: The graduate programs in Education include a Master of Science in Education with several emphasis areas: Teaching, Learning, and Leadership, offered both on-campus and in off-campus Learning Community formats; K-12 Reading; K-12 Teachers of English as a Second Language (TESL); and Sports Leadership. Another graduate program offered is a Master of Science in Special Education, with emphasis areas in Autism Spectrum Disorder, Developmental Delays, Emotional Behavior Disabilities, and Learning Disabilities. The K-12 Reading, K-12 TESL, and K-12 Special Education programs can include licensure in these areas, and are accredited by the Professional Educator Licensing and Standards Board. We underwent our most recent review in November of 2017, and received full approval for all of our licensure programs until 2023. The on-campus/online Teaching, Learning, and Leadership and Sports Leadership emphasis areas and the off-campus Teaching, Learning, and Leadership Learning Communities was reviewed by the Higher Learning Commission in 2016 and for the focus report in 2018.

Assessment Plan. The assessment checkpoints for the Graduate programs in the Education Department were revised during the 2012-2013 academic year. The On campus/Online Graduate Education Program conducted a program review in AY2020, and received positive reviews.

CHECKPOINT ONE: Admission to Master of Science: Education and Master of Science Special Education and Master of Science in PE: Coaching of Sport

1. A Bachelor's Degree (B.S. or B.A.) from an accredited college or university
2. A minimum cumulative GPA of 3.0 overall (on a 4.0 scale) or a minimum cumulative GPA of 3.0 for the last two semesters of fulltime collegiate study
3. A copy of teaching license is required for Special Education, Reading, and Teachers of English as a Second Language licensures

CHECK POINT TWO: Per Semester

1. Demonstrate adequate progress on course completion
2. Maintain a minimum cumulative GPA of 2.67 (B-) per semester until the last semester when a minimum cumulative GPA of 3.0 (B) is required to graduate
3. Graduate Policy is followed to maintain eligibility in program

CHECK POINT THREE: Completion of Graduate Program

Master of Science: Education

1. Completion of 34-35 credits of course work with a minimum cumulative GPA of 3.0 and with a minimum of C or higher in each course
2. Successful completion of portfolio showing competence in the National Board of Professional Teaching Standards
3. Research project approved and completed
4. Post-Graduate Survey of Program Effectiveness completed

Master of Science: Special Education

1. Completion of 34 credits of course work with a minimum cumulative GPA of 3.0 and with a minimum of C or higher in each course
2. Successful completion of portfolio review showing competence in the Special Education Standards
3. Research project approved and completed
4. Post-Graduate Survey of Program completed

Masters in PE: Coaching of Sport

1. Completion of 34 credits of course work with a minimum cumulative GPA of 3.0 and with a minimum of C or higher in each course
2. Successful completion of Portfolio Capstone showing competence in the National Association of Sport and Physical Education (NASPE) Standards
3. Post-Graduate Survey of Program completed

CHECK POINT FOUR: Program Graduates (2 years after graduation)

1. Alumni Survey

All graduate programs also include an Action Research Project and a graduation portfolio requirement.

Teaching, Learning, and Leadership, and Sports Leadership: These emphasis areas include a portfolio requirement for their candidates and a graduation portfolio review. The results are kept in a form in Livetext for easy access and review.

K-12 Reading, K-12 TESL, and K-12 SPED: Since these candidates may also apply for licensure, they take an MTLE Content test in the area of licensure. They also complete a Graduation Portfolio Review that documents that they have met the Minnesota PELSB – Professional Educator Licensing and Standards Board requirements in their area of licensure. Scores for this review are kept in Livetext.

Section IV: Strategic Plan

The School of Education updated the strategic plan during the 2014-2015 academic year and annually moving forward since AY2015. The strategic plan is published on our [School of Education Accreditation webpage](#) and contains the following goals and methods for achieving these goals.

Strategic Priority #1: Affirm and support diversity, equity, and inclusion. Increase campus diversity; ensure inclusive learning, social, working, and living environments; and eliminate equity gaps.

Goal 1: Eliminate gaps in student success and access to educational opportunities.

Goal 2: Integrate recommendations for strengthening diversity, equity, and inclusion into the strategic plan to ensure they receive priority and ongoing attention.

Goal 3: Improve the campus climate related to diversity and inclusion.

Table 8. Strategic Plan – School of Education Objectives based on Strategic Priority 1

	SoE Objectives	SoE Strategies
1.1	Infuse culturally responsive practices	1.1A - Participate in cultural competency / relevant practices training with partner schools 1.1B - Participate in SMSU and/or SoE book studies
1.2	Increase diversity of students	1.2A – Continue promotion and support of the Winston Gittens Diversity in Education scholarship in efforts to recruit diverse teacher candidates 1.2B – Expand English Language LAB offerings with support from SMSU Administration 1.2C – Seek grants to support diverse students

Strategic Priority #2: Inspire academic success and discovery through innovative teaching, research, student support services, and other high-impact experiences. Foster high-quality teaching and learning and a campus culture that encourages, celebrates, and promotes undergraduate and graduate student and faculty research and creative work.

Goal 1: Foster inclusive, high-quality teaching and learning.

Goal 2: Grow and sustain quality on-campus and distance learning degrees/certificates and graduate education.

Goal 3: Increase student regional/national presentation and publication of research and creative works.

Goal 4: Encourage and support campus and inter-institutional scholarly and creative collaborations.

Table 9. Strategic Plan – School of Education Objectives based on Strategic Priority 2

	SoE Objectives	SoE Strategies
2.1	Develop and support researched-based programs that enhance learning, teaching, and leadership	1.1A - Infuse TeachingWorks PBTE – Practice-Based Teacher Education – and HLPs – High Leverage Practices – into the Teacher Education Program
2.2	Further develop master’s degree(s) /program(s)	2.2A – Create a Master of Education emphasis in Charter Administration Leadership 2.2B – Offer post-baccalaureate ECSE licensure with master’s degree option 2.2C – Offer post-baccalaureate ELED licensure
2.3	Continue concurrent enrollment offerings	2.3A – Continue offering ED 101 and ED 251 to high schools 2.3B – Develop and offer additional concurrent enrollment programming
2.4	Offer accredited programs	2.4A – Maintain accreditation of programs with MN PELSB – Professional Educator Licensing and Standards Board – and BOSA – Board of School Administrators 2.4B – Explore national accreditation with AAQEP – Association for Advancing Quality in Educator Preparation
2.5	Support faculty and staff professional development and dissemination of research	2.5A – Encourage faculty and staff to continue learning and growing in the profession through conferences, research, and studies 2.5B – Promote publications and presentations 2.5C – Encourage faculty and staff to belong to and participate in professional organizations

Strategic Priority #3: Foster civic engagement and strategic partnerships. Develop deep, reciprocal, equitable, and sustained partnerships within our community and region that contribute to the public good, positively impact the environment, strengthen the local and regional economy, and enhance the education of our students.

Goal 1: Establish long-term partnerships with area, regional, and other employers to provide applied learning opportunities for SMSU students.

Goal 2: Identify and promote opportunities for students and the campus community to engage in social, entertainment, and service activities in the city of Marshall and surrounding area. Include opportunities for fully online and non-traditional students

Goal 3: Cultivate and build mutually beneficial relationships between potential donors and the University that reflect shared values and align financial support with educational priorities.

Table 10. Strategic Plan – School of Education Objectives based on Strategic Priority 3

	SoE Objectives	SoE Strategies
3.1	Enhance partnership with SWWC Service Cooperative	3.1A - Continue to collaborate with SWWC Service Cooperative through program offerings, workshops, career fairs
3.2	Enhance partnership with Marshall Public Schools as well as area school partners	3.2A - Continue to collaborate with MPS and establish quarterly meetings 3.2B - Host TEAC - Teacher Education Advisory Council annually or more 3.2C - Strengthen relationships and provide additional training and support for classroom mentors and university supervisors 3.2D - Maintain SWTPP - Southwest Teacher Preparation Partnership
3.3	Enhance partnerships across campus	3.3A - Communicate with other departments associated with teacher licensure annually via the campus liaison meetings 3.3B - Encourage faculty and staff to participate in committee work at the university level
3.4	Enhance state, regional, and national partnerships	3.4A - Encourage faculty and staff to engage in state, regional, and national partnerships

Strategic Priority #4: Support student engagement and leadership development. Offer holistic support services and opportunities for student engagement that contribute to the development of well-rounded leaders.

Goal 1: Provide an array of services to meet the diverse needs of students and strengthen the success of students of color, first generation students, and Pell-eligible students.

Goal 2: Identify, support, and strengthen campus opportunities designed to foster student engagement with a focus given to students of color, first generation, and Pell-eligible students.

Goal 3: Develop, support, and promote opportunities designed to develop student leadership.

Table 11. Strategic Plan – School of Education Objectives based on Strategic Priority 4

	SoE Objectives	SoE Strategies
4.1	Explore and expand global opportunities for teacher candidates	<p>4.1A – Continue to offer student teaching opportunities abroad in partnership with El Colegio El Camino in Los Cabos San Lucas, Mexico</p> <p>4.1B – Explore additional possibilities for student teaching abroad through partnerships such as with Ulster University in Northern Ireland, Sweden, and Thailand</p> <p>4.1C – Provide global connections and travel opportunities for students</p>
4.2	Support EMAE – Education Minnesota Aspiring Educators club	<p>4.2A – Communicate regularly with EMAE leadership</p> <p>4.2B – Advise EMAE in programming opportunities</p>
4.3	Provide advising and mentorship to students	<p>4.3A – Advise students formally and informally throughout the year</p> <p>4.3B – Provide mentorship opportunities for students</p>

Strategic Priority #5: Ensure Effective Institutional Operations and Community Well-being.

Create a highly supportive environment focused on the physical, intellectual, and emotional well-being of the University community.

Goal 1: Provide a welcoming, safe, and inclusive environment for students, staff, and faculty.

Goal 2: Provide an innovative and accessible technological environment that supports University community success.

Goal 3: Emphasize the creation of an environment that supports inclusive lifelong learning processes across the University community.

Goal 4: Promote student, faculty, and staff physical and psychological well-being and engagement.

Goal 5: Develop, implement, and routinely review mechanisms and controls that support broad-based administrative and financial management planning.

Table 12. Strategic Plan – School of Education Objectives based on Strategic Priority 5

	SoE Objectives	SoE Strategies
5.1	Focus on the School of Education Environment	5.1A - Designate space for a model classroom, professional educator development, and graduate education
5.2	Seek financial support and resources	5.2A - Seek grant funding to support initiatives 5.2B - Communicate SoE highlights and needs with SMSU Administration via positions requests, Mustang Ovarions, and other opportunities/avenues
5.3	Promote student, faculty, and staff physical and psychological well-being and engagement	5.3A - Seek additional faculty and staff support and resources 5.3B - Encourage faculty and staff engagement in campus and regional opportunities focusing on physical and psychological well-being

Strategic Priority #6: Increase enrollment and improve retention. Create and maintain academic and student affairs partnerships to increase and retain enrollment.

- Goal 1: Develop and strengthen joint ventures with two-year colleges to provide students with desirable degree-completion opportunities.
- Goal 2: Appropriate resources for maintaining and strengthening both graduate and undergraduate academic partnerships to enhance enrollment.
- Goal 3: Assess effectiveness of academic partnerships to improve enrollment management initiatives (such as recruitment, retention, persistence rate, graduation rate) for both graduate and undergraduate programs.
- Goal 4: Support and enhance current and new initiatives designed to increase student access, success, and retention

Table 13. Strategic Plan – School of Education Objectives based on Strategic Priority 6

	SoE Objectives	SoE Strategies
6.1	Promote the School of Education at both the undergraduate and graduate levels	<p>6.1A – Offer prospective student visits/tours with follow up communication</p> <p>6.1B – Participate in open houses, visit days, and other opportunities to represent SMSU SoE such as at conferences</p> <p>6.1C – Increase marketing efforts</p> <p>6.1D – Update and align webpages to highlight programs and seek assistance to support this ongoing work</p>
6.2	Provide supported programming	<p>6.2A – Seek adequate resources to support the work of the SoE</p> <p>6.2B – Reevaluate programming and how offerings may be altered to be more effective and efficient</p>
6.3	Support SoE faculty and staff	<p>6.3A – Seek conversion of fixed-term faculty appointments to probationary tenure-track positions</p> <p>6.3B – Consider succession planning for department leadership positions</p> <p>6.3C – Continue to seek support for assessment, accreditation, licensure, clinical experiences, and chairperson responsibilities</p> <p>6.3D – Maintain support for directors and coordinators</p> <p>6.3E – Annually review the SoE strategic plan and set priorities</p> <p>6.3F – Annually review the SoE policy handbook and update as needed</p> <p>6.3G – Annually review the SoE mentorship guidance and update as needed</p>
6.4	Enhance articulations and Transfer Pathways partnerships	<p>6.4A – Connect with 2-year partners annually to review programming and requirements including articulation agreements</p> <p>6.4B – Meet with prospective candidates from 2-year partners and provide advising</p>

**Southwest Minnesota State University
School of Education
Marshall, Minnesota 56258**

**Standards for Faculty Qualifications – Revised October 9, 2012; April 2016;
anticipate updates with newly adopted 2021 PELSB unit rules in AY2023.**

As of Fall 2011, the School of Education now includes all Education Programs along with the Physical Education – teaching, Physical Education with Recreation Concentration, and Physical Education with Sports Marketing Concentration.

TABLE 14. Faculty Qualifications for the School of Education

Full Graduate Education Program Faculty	Associate Graduate Education Program Faculty	Undergraduate Education Program Faculty	Clinical Education Program Faculty
* Meet SMSU requirements for Full Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	* Meet SMSU requirements for Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	If no terminal degree, can teach or supervise only in area(s) of specialty, according to the IFO/MnSCU Contract	If no terminal degree, can teach or supervise only at levels of licensure.
Earned terminal degree	Earned Master's degree	Doctorate preferred; terminal degree required at the time of tenure application	Earned Master's degree
Earned teaching license	Earned teaching license	Earned teaching license	Earned teaching license
Minimum of 3 years contemporary E-12 classroom teaching experience. <i>*Updates may be needed with the newly adopted 2021 PELSB unit rules, which begin implementation in July 1, 2022.</i>	Minimum of 3 years contemporary	Minimum of 3 years contemporary E-12 classroom teaching experience is required for full-time positions.	Minimum of 3 years contemporary E-12 classroom teaching experience.
Engaged in scholarship	Engaged in scholarship	Engaged in scholarship	
Full Graduate Physical Education Program Faculty	Associate Graduate Physical Education Program Faculty	Undergraduate Physical Education Program Faculty	Clinical Physical Education Program Faculty

* Meet SMSU requirements for Full Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	* Meet SMSU requirements for Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	Master's degree minimum required in related area. If no master's degree, can teach only in area(s) of specialty, according to the IFO/MnSCU Contract.	Master's degree minimum required in related area.
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* Lead Facilitators in Learning Communities must have Full Graduate Faculty Status as defined by the School of Education. It is understood that the degree of the person hired is the same as or related to the academic discipline where hired.

* When hiring faculty for full-time positions, the department continues to require three years E-12 teaching experience.

Engaged in scholarship: Has an established record of published and/or presented research, creative and scholarly projects, curriculum development, funded grant writing projects, etc. as defined by the IFO contract in the five criterion areas.

Contemporary Experience: Depending on the type of discipline or field. For Education licensure programs, faculty must meet PELSB requirements as listed in MN Rule 8710.

SMSU Requirements:

Full Member of Graduate Faculty: Full members of the graduate faculty shall hold the doctoral degree, or another degree nationally recognized as the terminal degree in that discipline. In addition to academic preparation, full members of the graduate faculty shall demonstrate a record of ongoing scholarly activity. Full members of the graduate faculty may teach any level of graduate courses, may be advisors of graduate students, chair student examining committees, and direct theses or alternate plan papers.

Associate Member of Graduate Faculty: Associate Member Graduate Faculty shall have a master's/specialist degree and/or professional expertise in an area of specialization. However, a minimum of a master's degree is required for all instructors of record. Associate status may be established based on a special expertise. Such special expertise shall be documented and accompanied with a letter of support from the department chair. Associate Member Graduate Faculty may include, but are not limited to, fixed-term or adjunct. They may also have other rights, privileges, and/or limits determined as appropriate by the department. Associate members of the graduate faculty may teach any 500-600 level graduate course and serve on student examining committees in their area of specialization as determined by academic achievement, professional training, and/or experience

Appendix A –

Institutional Report for Teacher Education

Appendix B

Alignment of the Standards of Effective Practice and the Liberal Education Plan Student Learning Outcomes

The School of Education has aligned its foundational Standards of Effective Practice with the University mission, specifically, the Liberal Education Plan Student Learning Outcomes. This is demonstrated in the SEPs/SLOs Alignment Matrix as developed by faculty in AY2016 and furthermore reviewed and elaborated upon annually as changes are needed. This alignment has offered the department an opportunity to review our strategic plan and how it aligns with the university goals.

A major focus for the university as well as the School of Education at both the undergraduate and graduate levels is critical and creative thinking. We aim to offer opportunities that allow our students to grow as learners and professionals in their current and future careers. Writing is a specific area of focus for the teacher candidates as we look to support teacher candidates in the edTPA – Teacher Performance Assessment as there is much writing and reflecting in the capstone assessment.

Data drives our programming. For teacher licensure, we triangulate MTLE test scores, edTPA scores, and portfolio scores as well as surveys to inform us on our programs. We consider the basic skills – reading, writing, and math as well as content and pedagogy for the teacher candidates. It is important to note that with the adoption of Tiered licensure, the NES Essential Academic Skills (EAS) tests are required for Tier IV teacher licensure; our candidates are considered Tier III when they graduate so they are no longer required to take all three tests for initial licensure application, but do not need to pass them for licensure when moving to Tier IV licensure. Candidates are encouraged to take the NES EAS tests unless their ACT scores are above the required threshold. It is important to note that ACT and other PELS approved tests are considered acceptable; potentially the best standardized-test-takers are no longer being represented in our EAS scores.

We conduct TEAC – Teacher Education Advisory Council meetings annually or bi-annually as well as Campus Liaison meetings to share out data and gather feedback on programs. Graduate faculty host focus sessions to gain feedback from stakeholders and consider changes to the programs as needed. Based on the information gathered, we set goals in collaboration with stakeholders, and this drives programmatic changes.

Attached are several documents supporting our assessment progress, including: Our assessment alignment of the SEPs to the LEP (Liberal Education Program), highlights and comparisons of course assessments, MTLE/EAS data, and an edTPA acknowledgement.

School of Education Program Goals and Student Learning Outcomes

SMSU Teacher Education

Inclusive Communities of Practice Investigating Learning and Teaching

Description

Inclusive Communities of Practice: Understand and use “community building” theory to guide and maintain effective learning communities. (SEP Learning Environments/STA 5-4)

Understand and demonstrate the knowledge base, dispositions, and skills of community processes including communication, caring communities, chaos, conflict resolution, cultural valuing, and shared experience. (Critical Thinking, Physical & Social World, Diversity, Civic Engagement)

Demonstrate the knowledge, dispositions, and skills of reflection and construction of meaning that result from collaboration in *Communities of Practice*. (Creative Thinking, Communicate Effectively)

Provide evidence of personal and professional growth through course work, field experiences, and other professional practice. (Moral Reasoning, Physical & Social World)

Investigating Learning and Teaching: Use research, colleagues, and professional development opportunities to become a better teacher, learner, and leader. (SEP Reflection and Professional Development/STA 9-3)

Provide evidence of a knowledge base and understanding in subject matter, historical foundations, and learning and teaching theory. (Critical Thinking, Creative Thinking)

Provide evidence of investigating relationships between learning and teaching (e.g. reflection, self-study, collaboration, and action research) in course work, field experiences, and other professional practice. (Moral Reasoning, Physical & Social World)

Provide evidence of multiple assessments of student learning for guiding practice. (Critical Thinking)

Provide evidence of advocacy for the profession, children, and families, including support for social/political, cultural, health, and educational needs, in course work, field experiences, and other professional practice. (Physical & Social World, Diversity, Moral Reasoning)

Provide evidence of competency in technology operations and concepts: planning and designing learning environments and experiences; teaching, learning, and the curriculum; assessment and evaluation; productivity and professional practice; social, ethical, legal, and human issues. (Creative Thinking, Communicate Effectively, Critical Thinking)

The Seven Core Values. To accomplish the mission of the School of Education at Southwest Minnesota State University, *Communities of Practice Investigating Learning and Teaching* include the core values of (1) inquiry, (2) human diversity, (3) socio-cultural interactions, (4) learning environments, (5) belief, value, and knowledge structures, (6) democracy, and (7) leadership.

Goal 1: Inquiry involves the use of questioning, research, and reflective processes for learning and teaching. (SEP/STA 4-3, 9-3)

Goal 2: Human Diversity is valuing similarities and differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language, age, religion, sexual orientation, and geographical area. (SEP/STA 3-1, 3-2, 3-3, , 7-1, 7-2)

Goal 3: Socio-Cultural Interaction requires understanding and applying cultural and social learning theories in context. It is the ability to interact with other people and groups within the context of learning communities, where people are engaged in actions and relationships. (SEP/STA 3-1, 3-2, 3-3, 5-1, 5-2, 5-3, 5-4, 10-1, 10-2, 10-3)

Goal 4: Positive Learning Environments A positive learning environment is created through the physical setting and psychological tone. (SEP/STA 2-1, 5-1, 5-2, 5-3, 5-4, 10-3)

Goal 5: Beliefs, Values, and Knowledge Structures means that learners organize their beliefs, values, and knowledge structures and construct a philosophy to guide practice. Teaching practice is guided by philosophy. (SEP/STA 2-1, 2-2-, 2-3, 9-2)

Goal 6: Democracy practices the principles of equitable, respectful treatment of others, and encourages caring citizenship when engaged in actions and relationships. (SEP/STA 3-3, 5-1, 5-4, 10-3)

Goal 7: Leadership means being a positive contributor for the profession, children, families, and various communities of practice (SEP/STA 4-1, 9-3, 10-3)

Table 15. Crosswalk of Liberal Education Program (LEP) Student Learning Outcomes (SLOs) with Education Program Courses and Mapped Standards of Effective Practice

LEP SLOS	PROG -RAM SLOS	PROGRAM COURSES							CAPSTONE Student Teaching
		ED 101	ED 312/ SOC212 /SOCI 331	ED 301	ED 423	ED 443/444 / 458	ED 304/ 459/ L PSTE	EMAE ED MN Aspiring Educators	
Communication	SEP 6	I	R	A	A	A	A	R	A
Critical Thinking	SEP 4	I	R	A	A	A	A		A
	SEP 7	I		A	A		A		A
Critical Thinking	SEP 8	I	R	A	A	A	A		A
History and the Social and Behavioral Sciences & People and the Environment	SEP 9	I		A	A	A	A		A
	SEP10	I	R	A	A	A	A		A
Human Diversity & Global Perspective	SEP 2	I		A	A	A	A		A
	SEP 3	I	A	A	A		A		A
Ethical and Civic Responsibility	SEP 9	I		A	A	A	A		A
Ethical and Civic Responsibility	SEP 5	I		A	A		A	R	A
	SEP 10	I	R	A	A	A	A	R	A

KEY: MnTC = Minnesota Transfer Curriculum: Goal 1 – Communication, Goal 2 – Critical Thinking, Goal 3 – Natural Sciences, Goal 4 – Mathematical/Logical Reasoning, Goal 5 – History and the Social and Behavioral Sciences, Goal 6 – The Humanities and Fine Arts, Goal 7 – Human Diversity, Goal 8 – Global Perspective, Goal 9 – Ethical and Civic Responsibility, Goal 10 – People and the Environment SEP = Standard of Effective Practice: 1 – Subject Matter, 2 – Student Learning, 3 – Diverse Learners, 4- Instructional Strategies, 5- Learning Environment, 6- Communication, 7- Planning Instruction, 8- Assessment, 9- Reflection & Professional Development, 10- Collaboration, Ethics, & Relationships

*Each course incorporates K- knowledge & A - assessment of the SEPs identified. | I – Introducing D – Developing R – Reinforced

Table 16. Education Course Assessments addressing LEP SLOs

Courses in the Major	LEP SLOs addressed by course	Assessment Methods	Timeline	Person Responsible for Collecting Evidence	Process for Analyzing Evidence	Documentation of Continuous Improvement
ED 101 Introduction to Education and Lab	2-10	Philosophy of Education – rubric in Livetext	Currently available	Course instructors; Director of Clinical Experiences in Education	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Changes made to SMSU Lesson Plan Template, updates to ED 101 Lab handbook
ED 102 Technology: Classroom Applications & Portfolio	2-10	Professional Development project; presentation	Was documented in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates to project requirements. ED 102 was removed from Key Checkpoint system when PERCA was adopted Jan. 2016.
ED 251 /PSYC341 Introduction to Child Growth and Development	2, 4, 6, 8, 10	Child development project	Was documented in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates to project requirements.
SPED 290 Introduction To Special Needs & Lab	3, 5, 6, 7, 8, 10	Philosophy of Special Education, presentation	Was documented in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates to project requirements.
ED 312/ SOCI 331 Human Relations	3, 4, 6, 8, 10	Text analysis for bias; Native American Project	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates made to project requirements

ED 301 The Teaching & Learning Process & Lab	2-10	Classroom management plan	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Addition of assessment of student learning, edTPA features
ED 423 Classroom Management Theories and Practices & LAB	2-10	Classroom management plan	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Addition of edTPA features
ED 443/444/458 Action Research	2, 4, 6, 8, 9, 10	Action Research project	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Addition of edTPA features
ED 304/459/L Pre-Student Teaching Experience Practicum	2-10	Evaluations using rubric completed by university supervisor and classroom mentor teacher	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Addition of practice edTPA
Student Teaching *Capstone course for licensure courses	2-10	Evaluations using rubric completed by university supervisor and classroom mentor teacher; edTPA scores	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Updates to SMSU Lesson Plan to support the edTPA; requirement that students who do not meet state passing score remediate and resubmit prior to moving forward for licensure.

Table 17. Essential Academic Skills & Minnesota Teaching Licensure Exams Results.

16-17 Subtests	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	145	123	22	85%	85%	15%	539.5	541.7
EAS Reading (08/16-Present)	150	138	12	92%	92%	8%	544.7	552.2
EAS Writing (08/16-Present)	144	110	34	76%	76%	24%	529.6	533.1
17-18 Subtests (NOTE: does not include those who passed with ACT scores)	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	112	75	37	67%	67%	33%	530.8	540.8
EAS Reading (08/16-Present)	113	96	17	85%	85%	15%	543.6	550.8
EAS Writing (08/16-Present)	125	88	37	70%	70%	30%	525.4	530.7
18-19 Subtests (NOTE: does not include those who passed with ACT scores)	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	122	76	46	62%	62%	38%	523.4	536.9
EAS Reading (08/16-Present)	101	81	20	80%	80%	20%	540	548.8
EAS Writing (08/16-Present)	121	70	51	58%	58%	42%	517.1	528.7
19-20 Subtests (NOTE: does not include those who passed with ACT scores)	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	62	39	23	63	63%	37	527.2	538.3
EAS Reading (08/16-Present)	58	49	9	84	84%	16	547.3	547.2
EAS Writing (08/16-Present)	65	39	26	60	60%	40	524.4	527.4
20-21 Subtests (NOTE: does not include those who passed with ACT scores)	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	64	53	11	83	83	17	536	Not available at time of publication
EAS Reading (08/16-Present)	63	56	7	89	89	11	546	Not available at time of publication
EAS Writing (08/16-Present)	64	51	13	80	80	20	528	Not available at time of publication

Regarding Table 17, please note the NES EAS scores are only required to move from tier 3 to tier 4 licensure. We no longer require the NES EAS exams to be taken for admission to the TEP – so scores will not be reported moving forward.

The edTPA scores reported for AY2022 in Table 18. Please note the edTPA was waived by PELSB for AY2021 due to COVID-19. Given that, we do not have any edTPA results. In the fall of 2021, the edTPA was required, but there were experiences of disruption in education due to COVID-19; the edTPA was option in the spring of 2022 with a PELSB approved discretionary variance/waiver.

Table 18. edTPA Reporting as of June 2022.

edTPA Handbook	Cumulative Score	Task 1 Passing = 13	Task 2 Passing = 13	Task 3 Passing = 12	Scores of Distinction
AG	Not available at time of publication	14.2	14.1	12.1	
ECE	Not available at time of publication	13.5	Not reported at time of publication	Not reported at time of publication	
Elem. Literacy	Not available at time of publication	12.8	13.6	13.6	
Elem Math	Not available at time of publication	15.6	14.3	14.6	
Sec ELA	Not available at time of publication	14	14	13	
Sec History	Not available at time of publication	14.8	14.2	13.4	
Sec Science	Not available at time of publication	12.5	12.5	12.7	
SPED	Not available at time of publication	12.39	Not available at time of publication	Not available at time of publication	1
Performing Arts	Not available at time of publication	13.6	11.66	13	
PE	Not available at time of publication	12.2	12.2	11.5	
Visual Arts	Not available at time of publication	12.2	12.2	11.5	1