

School of Education
Undergraduate & Graduate Programs
AY2017-2018



Section I. Department Description & Overview

The School of Education plays a vital role at Southwest Minnesota State University and in the region, preparing educators and professionals to positively impact the fields of education and physical education. Being a dynamic school within SMSU, the Education department has experienced changes in the 2017-2018 academic year. The faculty in the Education and Physical Education programs moved forward to enhance growth in our current programs and to develop new and improve existing programs at both the undergraduate and graduate levels.

The *Education Programs* have developed the following mission and vision statements, along with the programs' core values. The Conceptual Framework was reviewed and faculty assisted in updating supporting research this academic year.

Mission: The mission of the Professional Education Program at SMSU is to create 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 education.

Vision: 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 developed 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.

The coaching certificate was made available to students for the first time in 2015-2016. The certificate is fewer credits than the minor, and provides MSHSL – Minnesota State High School League certification. SMSU is currently the only higher education institution in partnership with the MSHSL. In 2016-2017 year, a course was developed in collaboration with the MSHSL to provide a train-the-trainer model for athletic administrators to work with coaches to be successful, which continued to be offered via collaboration with the MSHSL in the 2017-2018 academic year.

Faculty and Staff in the School of Education:

During the 2017-2018 academic year, members of the School of Education included 17 full-time faculty, 10 coaches, and several adjunct faculty. Additionally, there are five key support staff – two administrative assistants, one coordinator, and two directors as well as one graduate assistant, and two student workers.

Department Leadership:

- Dr. Sonya Vierstraete, Department Chairperson
- Dr. Debbie Van Overbeke, Director of Graduate Education – On Campus & Online
- Dr. Tanya Yerigan, Director of Graduate Education – Off Campus/Learning Communities
- Dr. Mary Risacher, Director of Early Childhood Education Distance Learning
- Dr. Matt Loyd, Director of Assessment & Accreditation (including edTPA and Livetext); mentored by Dr. Rhonda Bonnstetter, former Director of Assessment & Accreditation
- Dr. Amy Christensen, Director of Placement & Licensure

Faculty: The following were members of the faculty of the School of Education in 2017-2018:

- Dr. Francis Albitz – taught in the Physical Education – Teaching program & PECS – Physical Education: Coaching of Sport
- Dr. Chris J. Anderson – taught in the Special Education program, specifically courses for and the Para-to-Sped undergraduate program
- Dr. Michelle Beach – taught in the 2 + 2 Early Childhood Distance program and Early Childhood Special Education
- Dr. Rhonda Bonnstetter – taught in undergraduate and graduate programs
- Dr. John Engstrom – taught in the off-campus graduate program
- Ms. JoAnne Hinckley - taught in the undergraduate and on-campus graduate SPED program
- Dr. Sharon Kabes - taught in both the on- and off-campus graduate programs
- Dr. Dennis Lamb – taught in the off-campus graduate program
- Dr. Lon Richardson - taught in the off-campus graduate program
- Dr. Mary Risacher – taught and acted as Director for the 2 + 2 Early Childhood Distance Education program, and also taught in the undergraduate ECE and ELED programs
- Dr. Wendy Schoolmeester – taught in the undergraduate ELED & ECE programs both on campus and online/distance 2+2
- Dr. Paulette Stefanick - taught in the undergraduate ECE & ELED programs with a focus on Reading as well as on-campus graduate programs
- Ms. Marilyn Strate –taught in the Physical Education-nonteaching program
- Ms. LeAnne Syring – taught in the undergraduate SPED, ECSE, ECE programs
- Dr. Debbie Van Overbeke - taught in the undergraduate ECE & ELED programs as well as on-campus graduate programs; served as Director of Graduate Education for on-campus and online learners.
- Dr. Sonya Vierstraete – completed her fourth year serving as department chairperson, and has taught in the undergraduate and on-campus graduate programs with focus on ELED, ECE, TESL, and PECs.
- Dr. Tanya Yerigan - taught in the off-campus graduate program as well as off campus graduate

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:

- Daniel Allen – Physical Education & Cross Country/Track & Field Coach
- Brad Bigler – Physical Education & Men’s Basketball Coach
- Paul Blanchard – Physical Education & Baseball Coach
- Terry Culhane – Education, Physical Education, & Volleyball Coach

Jamie Dunn – Education, Physical Education, & Softball Coach
 Erin Kasmarik-Mallett – Physical Education & Soccer Coach
 Tom Webb – Physical Education & Women’s Basketball Coach
 Jesse Nelson – Physical Education & Wrestling Coach
 Cory Sauter – Physical Education & Head Football Coach
 Brian Frana – Physical Education & Assistant Football Coach (Fall 2017 only)

Staff: The following were staff members of the School of Education in 2017-2018:

Ms. Jennifer Swanson – Office & Administrative Specialist Senior; supervisor of 2 student workers

Dr. Matt Loyd – Director of Assessment & Accreditation

In the Office of Placement & Licensure:

Dr. Amy Christensen - Director of Placement and Licensure, supervised these positions:

Ms. Stephanie Fladhammer - Customer Service Specialist Intermediate (50%)

Ms. Faye Johnson - Field Experience Coordinator, Customer Service Specialist Senior (~70%)

Nicole Hoffman - Graduate Assistant, supervised by Drs. Debbie Van Overbeke and Tanya Yerigan, Directors of Graduate Education

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. ECE is offered in two formats: on campus and through the 2 + 2 distance learning program via articulation agreements with community/technical colleges in the Minnesota State system. Currently, the 2+2/Extended Learning Early Childhood Education program is offered with a waiver from PELSB, and will transition into the Transfer Pathways option in the upcoming year. Additionally, **Early Childhood Special Education** provides licensure for teacher candidates to teach learners birth to age 6 with special needs.

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), **Communication Arts** (adds grades 5-8), **Mathematics** (adds grades 5-8), **Science** (adds grades 5-8), **Social Sciences** (adds grades 5-8), and **K-8 World Languages & Cultures – Spanish**.

Secondary Education provides licensure to teach students in four 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**, **Mathematics Education** (grades 5-12), **Social Sciences** (grades 5-12).

K-12 Education provides licensure for teacher candidates in five 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**, **Physical Education (PE)**, **Special Education (SPED)**, and **Teachers of English as a Second Language (TESL)**.

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

The licensure programs in the Education Department must demonstrate 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; K-12 Reading licensure; and Teachers of English as a Second Language as a non-licensure minor.

Teacher Education Programmatic Updates for 2017-2018:

The Director of Assessment and Accreditation for the School of Education was hired in August of 2017. Dr. Matt Loyd was hired in this role and assumed the responsibility of programmatic assessment, PELSB accreditation, edTPA, and LiveText coordinator.

In November of 2017, the SMSU School of Education Teacher Education Program (TEP) hosted the Professional Educator Licensing and Standards Board (PELSB) review team for a site visit. The TEP was granted continual unit approval until 2023 with a focus report due in April 2019 to address standards 2J and 3C.

The dual licensure PE/Health application was approved by the Professional Educator Licensing and Standards Board (PELSB) in the spring of 2018. The purpose of this dual licensure program is to better prepare physical education teacher candidates for teaching health, which is especially important in small, rural districts where PE teachers also serve as health teachers.

The Para-to-Sped program was developed over the past three years by request and in collaboration with SouthWest/WestCentral Service Cooperative, and with legislative funding. This program has been designed with paraprofessionals in mind who are working full-time in the field of special education, and have experience working with this specific population of learners. The student teaching requirement includes a year-long placement with a licensed classroom mentor to guide them while they are continuing to work in their own position. The nonconventional program has been officially approved by the Professional Educator Licensing and Standards Board (PELSB) in June of 2018.

There are approximately 1,200 declared undergraduate education majors, with some double or triple majors declared.

| Academic Year 2017-2018 | |
|-------------------------|-------------|
| AGED | 39 |
| ARED | 20 |
| BIED | 18 |
| CAED | 23 |
| CHED | 9 |
| COCC | 12 |
| CSED | 4 |
| ECE | 321 |
| ECSE | 54 |
| EDST | 52 |
| EDUP | 16 |
| ELED | 257 |
| MAED | 28 |
| MUED | 22 |
| PE | 84 |
| PETE | 92 |
| SPED | 113 |
| SSED | 77 |
| TESL | 21 |
| TOTAL | 1262 |

During the 2017-2018 academic year, there were 72 student teachers and 1 licensure-only candidate per Title II reporting. Areas of focus included: *Early Childhood Education and/or Elementary Education - 45, TESL (Teachers of English as a Second Language) - 2, K-12 PE - 6, Social Sciences - 5, Math - 1, Early Childhood Special Education - 3, K-12 SPED ABS (Academic Behavioral Specialist) - 11, Communication Arts - 3, Biology - 3, Chemistry - 2, Music - 1, and Art - 1. *A considerable number of candidates choose to double major in ECE/ELED with student teaching overlapping grade levels - thus the rationale for combining the numbers.

The [Institutional Report for Teacher Education](#) is posted on the School of Education website, and includes the Conceptual Framework, serving as the foundation for both undergraduate and graduate education programs.

Graduate Education Programs: The Graduate Education program offers master's degrees in both the traditional on-campus format and in the 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 Teachers of 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. 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.

SMSU was also the recipient of a second grant through Minnesota State to offer courses in teaching and pedagogy to train community/vocational college instructors throughout the state. This program has continued during the past academic year. Dr. Ellen Radel (retired) took on the responsibilities for directing this program this past year and also acted as an instructor for some of its classes. Dr. Patricia Linehan assisted in offering these courses along with Dr. Shannon Fiene.

There is an ongoing collaboration in the Graduate Education program with Doctoral students from Udonthani Rajabhat University in Thailand. The program is an intensive three-week class. The group visited schools in the area, along with selected businesses and non-profit organizations. The class was taught by Dr. Sharon Kabes in collaboration with Dr. Dennis Lamb and Ms. JoAnne Hinckley. Robert Larsen is also instrumental in this program.

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.

School of Education. The School of Education has created a policy handbook throughout the 2017-2018 academic year. The handbook was updated monthly with full department approvals. Although not complete, the policy handbook continues to evolve and be a resource for faculty and staff and housed on the internal "T" drive. This is a different document than the Teacher Education Program (TEP) Guidelines along with application process, the TEP Field Experience and Student Teaching handbook, and the 2+2/Extended Learning Early Childhood Education handbook.

Section II – Faculty Involvement & Activities Highlights

Please find the following professional development highlights as submitted by individual faculty members. The faculty are dedicated with many identifiable accomplishments. Please note that this is a brief summary of 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. Francis Albitz included more of the edTPA process in PE Methods classes as well as started the process of using music in activity classes. She researched, and has adopted a new textbook for activity classes as well as PE Methods classes.

Dr. Michelle Beach integrated several types of accessibility features into her online courses to meet the needs of students with disabilities as well as to meet federal guidelines for online courses and provide student options for different types of learning styles. Dr. Beach evaluated her curriculum and integrated improvements into her online courses using Quality Matters rubrics. Additionally, Dr. Beach integrated new videos and Web 2.0 tools to update her courses and keep the materials fresh and engaging. Dr. Beach redeveloped ECSE 441- Assessment in Early Childhood Special Education (4 credits).

Dr. Rhonda Bonnstetter developed screencasts for each lesson in her ED 102 Technology sections and led training for Education faculty and others across campus in learning how to use Kaltura MediaSpace for making screencasts. Dr. Bonnstetter mentored Dr. Matt Loyd, newly hired Director of Assessment & Accreditation. She provided leadership for the Para-to-Sped grant reporting, and accreditation for the dual PE/HLTH Education licensure program.

Dr. Dennis Lamb was the lead facilitator for two learning communities during the AY2017-2018. Student feedback for Dr. Lamb from evaluations (Facilitator, Professional Development, Learning Environment) on all criteria are 4.0 or higher (on a five-point scale) for each of the past four years. Dr. Lamb also offered a wide variety of AE graduate credits to elementary teachers connected to the STEAM grant sponsored by the National Joint Powers Alliance and Region 5 schools.

Dr. Mary Risacher continued to advocate and serve as the Director of Early Childhood Extended Learning. She taught all but one course in dual teaching format online and face-to-face.

Dr. Wendy Schoolmeester organized the 2018 Spring Action Research Conference held at the Schwan's Regional Event Center as part of the Action Research courses that she teaches. Teacher candidates shared their results with an audience. Dr. Wendy made improvements to her Children's Literature online using many current online tools such as Powtoon, Animoto, Book Creator, and Flipgrid.

Dr. Paulette Stefanick taught undergraduate and graduate courses, both online and face-to-face. Her main areas of teaching expertise are Reading/Literacy courses and Kindergarten Methods, with approximately three-fifths of her teaching is in an online format. Per the requests of teacher candidates, all of SMSU's previously face-to-face reading licensure courses are now offered completely online. This project required an extensive time commitment and diligent work, with goals of meeting student needs and growing the program.

Ms. LeAnne Syring taught courses in ECE, ECSE, and SPED: ABS. Shas updated syllabi for all of her courses this year. She examined textbooks to locate appropriate and up-to-date information and has reviewed course evaluations and applied suggestions to spring courses.

Dr. Debbie Van Overbeke taught undergrad courses including ED 361, ED 275, ED 430 and ED 450. In her undergrad courses, she modeled the flipped learning technique where students read and completed interactive notes with the material read prior to class. During in-class sessions, students engaged with the content they had read prior to class. This engagement included anticipation guide discussions, Socratic Seminars, Save the Last Word for Me discussions, jigsawing of material, speakers to expand on the topics, etc. Dr. Van Overbeke also taught the following research sequence grad courses including ED 622, ED 624, ED 627, and PE 602 and the reading assessment course, ED 550. This spring she converted ED 550 to an online course in order to increase enrollment from students throughout the state. Students in the course have commented they have learned a great deal from the course as the text is a practitioner text with relevant reading assessments and the assignments have been practical and useful. In addition, Dr. Van Overbeke served as the oncampus graduate director. Accomplishments included making changes in the portfolio completion for the PECS program, where students will submit portfolio entries in LiveText throughout the program and making changes in the master's program: added certificates in Reading, TESL, and SPED areas. Debbie helped facilitate the change in the math course from four 4-credit courses to six 3-credit courses that allows students completing their 18 College Now credits from another university can

petition the credits to SMSU and complete the Masters in Education through SMSU.

Dr. Sonya Vierstraete served as the Chairperson for the School of Education for the fourth year, and has been nominated and voted by the department to continue in this role for the next 3-year term. She teaches and advises undergraduate and graduate students with a focus on elementary education, TESL, and literacy. She also served as SMSU's Faculty Athletics Representative.

Dr. Tanya Yerigan revised her syllabi to reflect the learning communities spiraling curriculum and updated texts/resources. This year, Dr. Yerigan offered 22 professional development AE graduate credits. These courses were offered at the request of area educators as a means of advancing their learning beyond the master's degree. Additionally, Dr. Yerigan serves as the School of Education's Off-Campus Graduate Director.

B. Scholarly and Creative Activity Highlights

Education Department 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. Frankie Albitz participated in the HLC Evaluation process for the PE Teaching and the PECS Programs.

Dr. Michelle Beach was an editor and publication peer reviewer for *Journal of Research in Childhood Education*, a quarterly peer-reviewed Journal. Dr. Beach continues to serve as a member of the Editorial Board for Center of Scholastic Research; reviewing journal paper submissions is the responsibility of board members. Dr. Beach was also an invited editor and reviewer for an introductory special education textbook. She has published and presented various levels and times this year, for example:

Beach, M., Stefanick, P., & Van Overbeke, D. (2018). Student Perceptions of Features that Contribute to Their Success in Online Courses. *In Proceedings of Society for Information Technology & Teacher Education International Conference 2018* (Mar 26, 2018) pp. 1317-1321.
When Great Teaching Is Not Enough: Utilizing Student Perception to Increase Retention in Online Learning. EdMedia World Conference on Educational Media and Technology. Amsterdam, Netherlands, June 2018.

Dr. Rhonda Bonnstetter has written an update for *Teaching with Technology: A Guide for Pre-Service Educators*, 2nd Ed., which will be released in August 2018. Dr. Bonnstetter has been contracted to co-author a textbook on POWERFUL Teaching with Dr.

Wendy Schoolmeester, Dr. Mary Risacher, and Dr. Sonya Vierstraete, to be published in Spring 2019 by Kendall Hunt Publishing Co.

Dr. Dennis Lamb presented twice at the national CSI conference in Savannah, GA with Dr. John Engstrom and Dr. Tanya Yerigan on April 9-12, 2018. Dr. Lamb also serves as the Editor-in-Chief for the Center of Scholastic Inquiry (CSI), a three-year term as a member of the Editorial Board for CSI. He presented, *Graduate Learning Communities: An Effective Model for Transformative Learning* with Dr. John Engstrom at the Center for Scholastic Inquiry International Academic Research Conference in Savannah, GA April 10-12, 2018. He presented, *What's All the Hype with Comment, Share, and Like* with Dr. Tanya Yerigan at the Center for Scholastic Inquiry International Academic Research Conference in Savannah, GA April 10-12, 2018.

Dr. Mary Risacher signed a publishing agreement in partnership with Dr. Schoolmeester, Dr. Bonnstetter, and Dr. Vierstraete with Kendall Hunt entitled, *Powerful Teaching Strategies for the Reflective Practitioner*. Dr. Risacher has applied to present ASCD Spring 2019 in Chicago, IL, and she has applied to present at the Minnesota Rural Education Association conference in the fall of 2018 in Brainerd, MN.

Dr. Wendy Schoolmeester is contracted to publish *POWERFUL Teaching for the Reflective Practitioner* with Kendall-Hunt Publishing for spring 2019. She has presented a number of times this year:

2018 - *iPhone Photography 101: How to Use it in Your Classroom*, Two 60-minute sessions. MELT Conference, Lac Qu Parle, MN. January 15.

2017 - *Taking a Leap of Faith: Our Journey from Principal to Professor*. Article in Principal Magazine September/October 2017 Publication with Dr. Sonya Vierstraete. http://www.nxtbook.com/ygsreprints/NAESP/principal_20170910/index.php#/52

2017 - *My Life...It's All About the F Word(s)* Presentation to Middle School then High School Students, Pipestone Area Schools, 9/27/17.

Dr. Paulette Stefanick had numerous presentations and publications, including:
Beach, M., Stefanick, P., & Van Overbeke, D. (2018). Student Perceptions of Features that Contribute to Their Successes in Online Courses. In E. Langran & J. Borup (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1317-1321). Washington, DC, United States: Association for the Advancement of Computing in Education (AACE).

Dr. Debbie Van Overbeke published and presented this year, including:
Beach, M., Stefanick, P., & Van Overbeke, D. (2017). Student Perceptions of Features that Contribute to Their Success in Online Courses. In *Proceedings of*

Society for Information Technology & Teacher Education International Conference 2018.
Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Dr. Sonya Vierstraete co-authors 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. She also presented at the SWWC Workshop on culturally responsive teaching and literacy for ELs in October, 2017. Dr. V. published *Taking a Leap of Faith: Our Journey from Principal to Professor*. Article in *Principal Magazine* September/October 2017 Publication with Dr. Wendy Schoolmeester.

http://www.nxtbook.com/ygsreprints/NAESP/principal_20170910/index.php#/52

Additionally, Dr. V. is contracted to co-author a text about POWERFUL teaching with colleagues, Drs. Wendy Schoolmeester, Rhonda Bonnstetter, and Mary Risacher to be published by Kendall Hunt in the spring of 2019.

Dr. Tanya Yerigan founded and directs a research organization that has continued to publish refereed and scholarly journals, fund and offer research endowments to colleagues across the nation, and organize/offer an annual international academic research conference. This year, she brought together 115 higher education doctors from three countries, 36 states, and 83 institutions. Additionally, Dr. Yerigan continued to conduct original research and presented internationally on the topic of Facebook Marketing along with Dr. Dennis Lamb. Further, she continues to focus on her long-term research projects which include childhood trauma, toxic stress, teacher sexual misconduct, facilitated learning, and reflective practice. Dr. Yerigan remained active accepting several invitations to present on various topics of relevance. A few presentations she has given include:

What's All the Hype with Comment, Share, & Like, April 2018, Savannah, GA.

Education's Silent Opponent: Toxic Stress...Changing Everything, March 2018, Aitkin Public Schools; November 2017 at Minnesota Rural Education Association Annual Conference; November 2017 at Brainerd Learning Community.

KEYNOTE: *Good Grief! The Journey Back to Living Again*, October 11, 2017, Senior Expo, Montevideo, MN

Graduate Education: The SMSU Learning Communities, August 2017, Pipestone Public Schools

Don't Hate the Messenger: Educator Misconduct...Media Hype or Epidemic?, August 2017, Lakeview Schools, Cottonwood, MN

Education's Silent Opponent: Toxic Stress...Changing Everything, August 2017, Browns Valley Schools.

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. Francis Albitz* continues to stay current with the Dartfish software program as it is a required component of the online Master of Science Degree in Physical Education: Coaching of Sport Program. Frankie serves as the lead facilitator of this program. Dr. Albitz attended the SHAPE National Conference, and continues to incorporate new ideas into her classes. Although she aimed to complete edTPA Scorer Training for PE, she was unable to complete this, and will move plans to complete this upcoming year.
- Dr. Michelle Beach* attended a number of conferences and professional development opportunities during the 2017–2018 academic, including: the International Literacy Association 2017 Conference, Orlando, Florida, the 4th Annual AAPS NDSU Research Symposium, Fargo, North Dakota in September 2017, The Council for Exceptional Children Autism, Developmental Disabilities Conference (CEC DADD), St. Petersburg, Florida in January 2018, and the Society for the Integration of Technology and Teacher Education, Washington, D.C. in March 2018. Additionally, Dr. Beach has participated in opportunities on the SMSU campus, such as the Professional Development Days, Assessment Day, and the Quality Matters Regional Coordinators Meeting in September 2017 with Kate Borowske.
- Dr. Rhonda Bonnstetter* attended the ASCD Empower 18 conference in Boston, MA, with Drs. Mary Risacher and Amy Christensen. Additionally, she attended the Summer Technology Institute in Norfolk, NE with Dr. Wendy Schoolmeester to see Matt Miller (Ditch that Textbook) and other presenters. Dr. Bonnstetter attended multiple webinars to keep her current in her field, including Qualities of Effective Teachers by ASCD and Six Steps to Phenomenal Co-Teaching.
- Dr. Dennis Lamb* collaboratively facilitated and participated in the Graduate Learning Conference at SMSU. Dr. Lamb presented and attended CSI Conference in Savannah, Georgia in April 2018. Additionally, Dr. Lamb is part of the STEAM Grant Initiative with Tech Mobile/Region 5.
- Dr. Mary Risacher* attended the *Ditch That Textbook ~ Ditch Summit* 12 hour technology online conference; integrating several new strategies into her courses. She attended the ASCD Conference in Boston Massachusetts in March of 2018. Dr. Risacher connected with published author Michael Matera, who agreed to speak to the ED 315 class in the fall of 2018.
- Dr. Wendy Schoolmeester* attended the NEA/EMSP (National Education Association/Education MN Student Program) Meeting, August 2017 with Professor LeAnne Syring. Dr. Wendy became a MREA (MN Rural Education Association) Board Member, attending meetings five times a year including the MREA Annual Conference in

November of 2017. Additionally, she attended the MSBA (MN School Board Association) Conference in January of 2018 as well as the MESPA (MN Elementary School Principal Association) Conference in February of 2018.

Dr. Paulette Stefanick attended a variety of conferences and workshops, including: Professional Development and Assessment Days on campus as well as the Technology Professional Development Sessions. Dr. Stefanick attended the Suicide Prevention seminar hosted by the SMSU School of Education in December of 2017. Additionally, she attended the Society for Information Technology & Teacher Education (SITE) conference in Washington, DC. In March of 2018.

Ms. LeAnne Syring attended the Council for Exceptional Children Autism, Developmental Disabilities Conference (CEC DADD), St. Petersburg, Florida in January 2018.

Dr. Debbie VanOverbeke attended the following professional development opportunities during AY2018, highlighting, the SMSU Professional Development and Assessment Days at SMSU, the MOQI Webinar: Learning Objectives: What, Why, Where & How on August 4, 2017. Dr. Van Overbeke attended the Suicide Prevention seminar hosted by the SMSU School of Education for classroom mentor teachers as well as the Society for Information Technology & Teacher Education International Conference 2018 in Washington D.C. in March of 2018. Additionally, she attended the Positive Behavior Intervention & Supports (PBIS) at SMSU on April of 2018. She attended the Minnesota Conference of Teachers of Mathematics (MCTM) Spring Mathematics Conference at the Duluth, MN Entertainment and Convention Center on May 3-4, 2018

Dr. Sonya Vierstraete participated in Professional Development Days at SMSU, and the Minnesota Association of Colleges for Teacher Education conferences in the fall, winter, and spring. She attended the NCAA Convention in Indianapolis, Indiana in January.

Dr. Tanya Yerigan enrolled in and began a brain health certification & coaching program with world renowned researcher, Dr. Daniel G. Amen. Additionally, she studied the concept of neurological flow and as a result wrote a grant to allow for her advanced study (20 lesson course) of the elements for inducing "happiness", the neurological basis of flow. The goal of her work was to gain insight for increasing productivity and learning through the development of an optimal happiness-based environment. In an effort to assist with off-campus graduate and undergraduate marketing, Dr. Yerigan (along with Cori Ann Dahlager) enrolled in an eight-course email marketing program to become email marketing certified.

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:

Ann C. Peters Scholarship: (JR academic standing)

1 Secondary Mathematics Ed or Elementary Ed major working toward a mathematics endorsement (half distributed Fall; half distributed Spring)

Carr Properties Scholarships: (FR/SO/JR/SR academic standing)

1 Early Childhood, Elementary or Secondary
(half distributed Fall; half distributed Spring)

Con and Marcy Eckstrom Family Scholarship: (SO/JR/SR academic standing)

1 Art Education or Physical Education major
(half distributed Fall; half distributed Spring)

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

6 Early Childhood, Elementary, or Secondary Education
(half distributed Fall; half distributed Spring)

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

3 Early Childhood, Elementary, or Secondary
(half distributed Fall; half distributed Spring)

Golden Rule Scholarships: (SR woman academic standing)

3 Early Childhood or Elementary Education Senior Women
(one year non-renewable: half distributed Fall; half distributed Spring)

Keigh Hubel Rural Education Scholarships: (Admitted JR or SR standing)

1 Early Childhood, Elementary, or Secondary
(half distributed Fall; half distributed Spring)

Robert Schwerin Memorial Scholarship: (SR Education Major)

1 Early Childhood, Elementary, or Secondary
(half distributed Fall; half distributed Spring)

Kelsey Eberle: \$550 renewable

Dr. Sharon E. and David E. Kabes Graduate Education Scholarship: \$1,000 annually

New this year, the Winston Gittens Diversity in Education Scholarship was established to encourage teacher candidates from diverse backgrounds to pursue teaching. This scholarship will begin to be awarded in AY19.

Faculty members also support Action Research and Portfolio development and review at both the undergraduate and graduate levels. Many faculty members participate in the student mentee program.

The Education Minnesota Student Program (EMSP), a student organization sponsored by the Education Department, provides professional development, learning activities, grants, and social programming for all education students. The faculty advisors for this student group for 2017-2018 was Dr. Wendy Schoolmeester and Ms. LeAnne Syring.

Faculty offer their time to meet with prospective undergraduate students as they consider their post-secondary options.

Dr. Frankie Albitz hosted one prospective student visit and assisted with six Admitted Students/Registration Days as well as three Mustang Days. She advises more than 75 students, including both undergraduate and graduate students.

Dr. Michelle Beach conducted two prospective student visits as requested by the Admission Office. She assisted at two Admitted Students/Registration Days hosted by the Admission Office. She also assisted with two of the Mustang Visit Days throughout the academic year. She serves as advisor to approximately 50 distance learners in the Early Childhood and Early Childhood Special Education programs. Dr. Beach responded to numerous inquiries about the 2 + 2 program and the ECSE program via phone and e-mail throughout the academic year, and distributed brochures advertising several SMSU programs and majors throughout the state. Additionally, Dr. Beach supervised the elementary and secondary clinicals as well as the undergraduate action research conference in the spring of 2018.

Dr. Rhonda Bonnstetter hosted five prospective students in visits to SMSU's School of Education. She assisted with three of the SMSU Admitted Students/Registration events and three Mustang Days. Dr. Bonnstetter led the Marshall High School student visit day for the department. Dr. Bonnstetter arranged individual advising sessions for over 80 advisees, mostly majors in secondary/K-12 education. She organized the Secondary/K-12 Clinicals, and supervised Elementary Clinicals. She also supervised one student teacher and worked with over a dozen student teachers and prestudent teachers on their edTPA remediations. Dr. Bonnstetter

chaired the research committee for two graduate candidates in mathematics education and provided the keynote address for the 2018 Undergraduate Action Research Conference.

Dr. John Engstrom serves as an advisor to approximately 30 graduate students. He collaboratively coordinated the annual Learning Community Research Conference at SMSU.

Dr. Sharon Kabes serves as the advisor for the Administrative Licensure Program. She has chaired many on campus graduate committees and provide feedback on research projects. Sharon attended the undergrad research presentations and clinicals as well.

Dr. Dennis Lamb advises approximately 50 graduate students each year. Dr. Lamb has delivered over 90 credits of AE - Adult Education courses to Region 5 educators.

Dr. Mary Risacher met with one prospective student visit and assisted with two Admitted Students/Registration Days as well as one Mustang Day. Dr. Risacher participated in Mustang Round-Up Calling Night along with colleagues and teacher candidates to call prospective students. Dr. Risacher advises approximately 50 teacher candidates. Additionally, Dr. Risacher provides academic and Teacher Education Program references for candidates as well as letters of recommendation.

Dr. Wendy Schoolmeester conducted five prospective student visits and assisted with three Admitted Students/Registration Days. She advises more than 75 advisees with a focus on elementary and physical education students. Importantly, Dr. Schoolmeester serves as co-advisor for EMSP - Education Minnesota Student Program. She served as a Student Teacher Supervisor as well as organizing both the Elementary Clinical and Action Research Conference.

Dr. Paulette Stefanick conducted two prospective student visits as requested by the Admission Office. She assisted with two Admitted Students/Registration Days. Dr. Stefanick assisted student teachers with questions on the Elementary Literacy edTPA during three support sessions offered throughout the year. She advises approximately 75 candidates, and specifically, serves as a graduate advisor for reading licensure candidates and conducted Reading Licensure portfolio reviews as well as chairing and serving on action research committees. Paulette attended Graduate School Open House sessions to meet with prospective graduate students. She served as an action research reviewer and clinical supervisor.

Ms. LeAnne Syring hosted four prospective student visits, and she assisted with five Admitted Students/Registration Days as well as three Mustang Days. She participated in Mustang Round-Up Calling Night along with colleagues and

teacher candidates to call prospective students. She serves as an advisor to almost 100 candidates primarily in Special Education, Early Childhood Special Education, and Early Childhood at both the undergraduate and graduate levels. Ms. Syring developed a Special Education Facebook page. Ms. Syring has participated in the ED 301 High School Clinical, Elementary Clinical Experience, and the Early Childhood Clinical Experience, and the Action Research Conference presentations. LeAnne initiated a partnership between SMSU & Bethel American International School in Nigeria. Additionally, she initiated a connection between former SMSU students and the SMSU Learning Community resulting in a Marshall Learning Community Cohort.

Dr. Debbie VanOverbeke hosted four prospective student visits, assisted with five Admitted Students/Registration Days, and Graduate Program Information Nights on campus. Dr. VanOverbeke participated in Mustang Round-Up Calling Night along with colleagues and teacher candidates to call prospective students. She advises more than 70 undergraduate and graduate students and has chaired the final research papers of ten graduate students and two students writing their proposals. She chaperoned math teacher candidates at the MCTM Spring Mathematics Conference at the Duluth, MN Entertainment and Convention Center in May.

Dr. Sonya Vierstraete conducted five prospective student visits as requested by the Admission Office. She assisted at eight Admitted Students/Registration Days hosted by the Admission Office and assisted with four Mustang Days. She assisted with Mustang Round-Up, which involved calling prospective students along with fellow colleagues and teacher candidates. Dr. V. assisted student teachers with questions on the Elementary Literacy edTPA during three support sessions offered throughout the year. She advises approximately 60 students, and serves as the advisor for the TESL program. Dr. Vierstraete acted as the graduate advisor to several students in the areas of Reading and Teachers of English as a Second Language; she conducted licensure portfolio reviews for the TESL program. She is also an active supporter of SMSU Mustang athletics, attending SAAC – Student-Athletes Advisory Council meetings.

Dr. Tanya Yerigan researched, wrote content for, and gained approval for several new AE courses at the request of her students. These courses include: AE 505: Adverse Childhood Experiences-Foundations & Exploration, AE 506: Adverse Childhood Experiences-Intermediate, AE 507: Adverse Childhood Experiences-Action Research, AE 518: Educator Self Care-Foundational Exploration, AE 519: Educator Self Care-Action Research, and AE 537: Educators as Professional Presenters. Dr. Yerigan scheduled, organized, and hosted two of her “Writing Right Retreats”. These lakeside retreats were offered at no charge to students seeking to gain mastery of the research and writing process. At the request of her former students,

Dr. Yerigan has written nearly two dozen letters of recommendation as they have pursued new employment opportunities and/or entrance into doctoral programs.

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. Francis Albitz served as the faculty program advisor for online Master of Science Degree in Physical Education: Coaching of Sport Program. Additionally, she is a member of the ATC, the Graduate Curriculum committee, and the Graduate Council.

Dr. Michelle Beach served on several committees, including the Diversity and Inclusion Committee, the Disability Awareness Committee, the Student Technology and Fee Committee, and the University Advisory Technology Committee. Dr. Beach also served on the Cultural Diversity Committee, the Academic Technology Committee, the Multicultural Issues Committee and the Academic Technology Work Group. Dr. Beach was one of two faculty representatives on the MnSCU Online Technology Workgroup, and a member of the state Campus Academic Technology Team (CATT). Additionally, she was also a member of the Southeast Technical College Advisory Board, the Hennepin Technical College Advisory Board, and Child Aware - T.E.A.C.H., which is the state advisory for Early Childhood Professionals. Locally, Dr. Beach served as a mentor to a new faculty member, Kate Borowske, Instructional Technologist. In the community, she volunteers for the American Heart Association, Shriner's Hospital for Children, St. Joseph's Kindergarten, Reinertsen Elementary School, Horizon Middle School, and Park Christian School.

Dr. Rhonda Bonnstetter served on a number of committees, including: the University Technology Committee, the Honors Review Board, the SMSU School of Ag Advisory Committee, the Teacher Education Program review committee, and the Ed Studies program review committee. In the larger community, Dr. Bonnstetter served on the Marshall Public Schools Technology Advisory Committee, the Minnesota Council of Teachers of Mathematics Foundation Board, and the Minnesota Council of Teachers of Mathematics Connect Committee. For the past number of years, Rhonda has served as the treasurer for the Minnesota Association of Colleges of Teacher Education, and has been elected to serve as President-Elect for the upcoming academic year. Dr. Bonnstetter serves as a content reviewer for the MN Professional Educator Licensure and Standards Board in the areas of middle level and secondary mathematics. She works with the SW/SC Service Cooperative to provide teachers in a third cohort with instruction on implementing open educational resources in their teaching and serves as a

Community Improvement Grant reviewer for the United Way of Southwest Minnesota.

Dr. John Engstrom served on the Graduate Council, and is a member of an area district K-12 Continuing Education Committee.

Dr. Sharon Kabes chaired the Graduate Council and the chaired the Graduate Curriculum Committee. Dr. Kabes is also a member of the Executive Committee. Dr. Kabes is a member of the Marshall Community Orchestra, the SMSU University band and the Tracy Community Band where she plays the clarinet.

Dr. Dennis Lamb served as a Graduate Council Member, Graduate Curriculum Committee Member, and the Past-President of the Kiwanis Club of Brainerd.

Dr. Mary Risacher served as the Director of Distance Learning 2+2 Early Childhood Education, and as the acting liaison for students and 2-year partners, providing current information to partners regarding PELS requirements; she addressed questions and concerns raised by partners and oversees student issues; provide written communication as needed by newsletter or email. She connects via technology with partner classrooms to share information with potential students about SMSU ECE online program, provides information to new student inquires, coordinates Syllabi and credential collection as evidence of faculty qualifications and implementation of SEP's in the community college coursework to meet PELS requirements. Dr. Risacher has served on several workgroups, highlighting: Ed Studies, Strategic Planning, Academic Prioritization, Rank & Tenure Process, and the School of Education Scholarship Disbursement Workgroup. Additionally, she served a SMSU Graduation School of Education Line Up Coordinator.

Dr. Wendy Schoolmeester served the Pipestone area community as a school board member for the past five years and School Board Chair for the third year in a row. Dr. Wendy serves on search committees and attends university activities, such as the Gala Ball and EMSP Gala.

Dr. Paulette Stefanick served on the Professional Improvement Grant committee. Dr. Stefanick is serving her second 4-year term as an elected member of the City Council for Garvin, Minnesota, attending monthly meetings as well as special meetings such as Board of Appeals and Community Information meetings. She is a member of the Garvin Auxiliary and is active in guild work at St. Mary's Catholic Church in Tracy, MN.

Ms. Marilyn Strate works with Boy Scouts of America and the Special Olympics.

Ms. LeAnne Syring co-advises the EMSP club. She serves as an institutional representative to the SPED Workforce Work Group Committee, and is a member of the Early

Childhood Special Education Consortium at the state level. Ms. Syring was the leader in creating Special Education certificates.

Dr. Debbie VanOverbeke served on the Strategic Planning Committee as the chair of Long-Range Planning at SMSU. A result of serving in this capacity for the past years has been the rollout of SMSU's Strategic Plan with priorities. The Strategic Planning Committee has evolved into the HLC Criterion Committees. She volunteered to serve on Criterion Three. Teaching and Learning: Quality, Resources, and Support. In this capacity, the committee has identified the evidence and who has the evidence for the core components of this criterion. As the Long-Range Planning chair, she attended weekly executive meetings in addition to attending the monthly Meet and Confer meetings. She is also a member of the Institutional Review Board. Dr. VanOverbeke serves on the Graduate Curriculum Committee and the Graduate Council. She serves on the state-wide Graduate Committee and state-wide Salary Equity Committee. In regards to community involvement, she was appointed to serve as a Board of Director and then elected to be the secretary for the Lake Shaokatan Lake Improvement District, where the main goal this year was to develop the Improvement District and then develop and implement a Lake Vegetation Management Plan in tandem with the DNR.

Dr. Sonya Vierstraete served on the SmSUFA Executive Committee as Vice-President. She chaired the Intercollegiate Athletic Advisory Committee. Additionally, she served on the search committee for the Director of Assessment and Accreditation for the School of Education and the Professor of Special Education position. She chairs the Continuing Education for DNU ~ Diocese of New Ulm ~ Cluster IV (four area schools). Dr. V. is a member of the Holy Redeemer Parish Council. She serves as the Vice-President of the Southwest Minnesota Reading Council and was elected to serve on the MACTE Executive Board for a 2-year term. She also volunteers in various classrooms at area schools.

Dr. Tanya Yerigan adapted and authored the master's in education to fit the needs of educators by adding a new "optional" course to the core, thus making our masters variable from 34-36 credits. Further, she authored and gained approval for the overall proposal and course (ED 637: Educators as Professional Presenters). Dr. Yerigan served on the Graduate Curriculum Committee, the Graduate Director's Committee, and the Graduate Council. She continues to operate the off-campus Facebook page as well as her own professional LC Faculty Facebook page. As part of operating the group's Facebook page, she collects and highlights content from each of the off-campus professors and their students.

SECTION III: Assessment

This section describes each program area's assessment plan, results, and how the results impacted or will impact teaching and learning.

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 2019. 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.

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 utilizing Livetext typically at the end of their sophomore year. This online application was newly developed and adopted in AY2018. Criteria for admission may be found on the School of Education website: [Criteria for Admission](http://www.smsu.edu/resources/webspaces/academics/departments/education/Education%20Forms/TEP%20Application%20Forms/criteria-pages-only_2.14.18.pdf)
http://www.smsu.edu/resources/webspaces/academics/departments/education/Education%20Forms/TEP%20Application%20Forms/criteria-pages-only_2.14.18.pdf

Updates since 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. If all three EAS test scores are 520 or above, the candidate may be fully accepted.

If any EAS subtest result is below 520, but MNTC Goal 1 and 4 requirements were satisfied, the candidate may be conditionally accepted. A remediation plan must be developed for the deficient content area. For example:

If the MNTC Goal 4 requirements have been met, but the NES Essential Academic Skills Math exam score is below 520, students may be conditionally admitted to the TEP with a remediation plan in place. The remediation process may include purchasing and completing the test preparation book, working with the math lab, or taking a math course as prescribed by the remediation plan facilitated by the advisor. The remediation plan for students scoring below 500 will include the need to complete an additional remedial math course or MATH 115.

*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 three positive recommendations: one from an education faculty member, one from an academic reference, and one from their ED 101 Introduction to Education field experience mentor teacher. 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

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've 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.
- 7.) Successful passage of the Basic Skills Tests of the NES Essential Academic Skills is required by the state. Candidates can move forward with student teaching with notification that they can obtain a limited license for one academic year while working towards passage of the remaining Basic Skills tests. They must attempt the test/s within that year to be granted another year of the limited license; three years is the maximum for teaching with the limited license so candidates must pass the exam/s to continue teaching beyond the three years. *This will change with the implementation of the Tiered licensure system beginning July 1, 2018.

The checkpoints have recently been revised to include the key assessments 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 212 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 318 (kindergarten center), ED 361 (math unit)

ELED – ED 318 (kindergarten center), ED 361 (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

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.

All 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 facilitated the submission and remediation of the edTPA portfolios.

The Graduation Portfolio Review, aligned to each of the 10 SEPs, is conducted during the last week of the student teaching semester. Each candidate is assigned to an Education Department faculty member to complete a review of their portfolio, showcasing their best work in each of the 10 SEPs and in their knowledge of their content area. Candidates are scored 1-4 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 10 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 focus of our review this year was again on the results of the NES EAS and MTLE tests. We found that students struggle most with the basic skills exam even with the adoption of the MN NES EAS – Minnesota National Evaluation Series Essential Academic Skills (formerly MTLE) Basic Skills tests in Reading, Writing, and Math as compared to the content and pedagogy exams. This struggle has been noted as a statewide trend. Although we have seen an increase in scores on average, the exams continue to be a struggle for some candidates. It is important to note that the state

average is somewhat skewed in that it includes both undergraduate programs and masters plus licensure programs from universities across the state.

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/>. In the fall of 2017, 79 candidates who were admitted to the Teacher Education Program met this threshold; thus these candidates are not included in the MTLE EAS test results, removing the highest performers from the testing pool. This also results in skewing the test results posted for each institution.

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>

A main area of focus in assessment for the 2017-2018 academic year continues to be the capstone for initial licensure, the implementation of the edTPA (Teacher Performance Assessments). 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. During the 2017-2018 academic year, all student teachers were required to submit their edTPA portfolios to Pearson or an external review by a Pearson-trained scorer. Scores were then reported back to the student, SMSU Education, and to the Minnesota Board of Teaching. Should the candidate not pass the edTPA, he or she was remediated by faculty or the Director of Assessment and Accreditation 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.

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.

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 Special Education programs can include licensure in these areas, and are accredited by the Minnesota Board of Teaching. We underwent our most recent review in November of 2017, and received full approval for all of our licensure programs. The on-campus 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 in preparation for the fall of 2018 focus report.

Assessment Plan. The assessment checkpoints for the Graduate programs in the Education Department were revised during the 2012-2013 academic year. The Graduate programs will undergo a review in AY2018.

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 a 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 Special Education: 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 Board of Teaching requirements in their area of licensure. Scores for this review are kept in Livetext.

Results. All programs in Graduate Education have had recent program reviews. High levels of completion and satisfaction were noted, particularly in the off-campus Teaching, Learning, and Leadership programs.

As a result of the accreditation review done by the Minnesota Board of Teaching (BOT) in December 2010 for the licensure programs, two areas of weakness were noted. A recommendation was made that licensure programs in Graduate Education should include the use of Livetext as a platform for documenting assessment results to remain consistent with the undergraduate licensure programs. In a follow-up report filed with the BOT in March of 2012, the Graduate Programs in these licensure areas have moved to requiring the use of Livetext for the teaching portfolios required of these candidates. The K-12 Reading licensure program used these for the first time in the spring of 2012, and the remaining programs moved to this beginning in the fall of 2012. The K-12 Teachers of English as a Second Language program also began using Livetext for the capstone licensure portfolio in 2013.

The Graduate Education Programs secured approval for a new program in Education Administration for Principal, Superintendent, and Director of Special Education licensure. The Board of School Administrators did an on-campus review of this program in April of 2014. In the upcoming year, this program will apply for an Education Specialist degree with the Minnesota State College and University (MnSCU - now Minnesota State) system.

The Graduate Education Programs received MnSCU, or Minnesota State, approval to offer a Master of Science in Physical Education: Coaching of Sport (PECS) beginning in fall of 2013. This online program advances the knowledge, skills, and philosophies of students in the profession of coaching. Every course is guided by the NASPE (National Association of Sport and Physical Education) coaching standards. Courses in the program are infused with project-based learning, and there are two practicum experiences included to document the application of the knowledge and skills learned. Throughout the program candidates will develop a portfolio utilizing Livetext documenting the NASPE standards accomplished. Candidates will demonstrate mastery of the program goals in a graduation portfolio review. PECS has offered a cohort each fall since its conception in the fall of 2013.

Section IV: [Strategic Plan](#)

The School of Education updated the strategic development plan during the 2014-2015 academic year and again in AY2016 and AY2018. This plan contains the following goals and methods for achieving these goals.

Goal Areas:

1. Develop and support state of the art programs that enhance learning, teaching, and leadership.
 - a. Prioritize selection and development of innovative and research-based programs;
 - b. Provide and advocate for diverse, multicultural and global education;
 - c. Develop structure for more faculty credits for licensure evaluation, accreditation/assessment for ED, and edTPA.
 - d. Continue to develop policies and procedures for the School of Education;

- e. Promote and enhance awareness of the School programs internally and externally;
 - f. Recruit faculty, adjuncts, or co-facilitators who possess the knowledge and skills necessary to actively teach and promote the philosophy of the Education Department;
 - g. To decrease the School of Education’s environmental footprint by reducing energy use and the waste stream.
2. Continue collaborating with stakeholders.
 - a. Promote continued strong partnerships with cooperating schools, programs, and agencies;
 - b. Promote strong support, involvement, and advisement for pre-service and in-service teachers;
 - c. Seek and develop new partnerships and programs with stakeholders.
 3. Expand personally and professionally through Communities of Practice (Professional Education Faculty).
 - a. Participate in and facilitate learning, scholarship, personal, and professional development;
 - b. Encourage formal and informal development of our faculty through department faculty development; the sharing of resources, processes, and ideas; mentoring new colleagues, and providing assistance in difficult teaching situations;
 - c. Create community and nurture relationships among faculty and staff.

With the addition of the faculty from the Physical Education programs and nine coaches, the School of Education also needed to update the Faculty Requirements for teaching in the various programs within the School of Education. The latest revision is listed here.

**Southwest Minnesota State University
Education Department
Marshall, Minnesota 56258**

Standards for Faculty Qualifications – Revised October 9, 2012; April 2016

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.

| | | | |
|--|---|--|---|
| 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. | Minimum of 3 years contemporary | Minimum of 3 years contemporary E-12 classroom teaching experience is required for full-time positions; faculty teaching individual courses may have a minimum of one year teaching experience in the E-12 setting per BOT rule. | 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. |

* 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.

*The full department voted in April 2016 to follow the Board of Teaching language to allow professors to have the minimum of one year teaching experience in a particular discipline to be allowed to teach methods in licensure programs. 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 BOT 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 elaborated upon in AY2017. 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 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 NES/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 required to take all three tests currently, but do not need to pass them for licensure when completing our program. Also – it is important to note that ACT and other PELSB 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.

The School of Education focused on three main areas in during AY2018. These areas included: Teacher Education Program unit approval, undergraduate licensure programs, undergraduate non-licensure programs (Educational Studies, PE non-teaching/Sports Management), and graduate programs (On Campus, Online, and Learning Communities). As we consider the university’s Student Learning Outcomes, the analysis will be specific to the undergraduate studies with particular focus on the Standards of Effective Practice as the data was compiled in the Institutional Report for Teacher Education. In the future, our goals may include mapping the Student Learning Outcomes beyond the education foundation courses, considering the NES/MTLE exams and scores as well as how the SLOs align with the edTPA, which focuses on critical thinking. It may prove valuable to triangulate the data – SEPs/SLOs with scoring in Livetext, NES/MTLEs scores, and edTPA scores.

Attached are several documents supporting our assessment progress, including: Our assessment alignment of the SEPs to the LEP (Liberal Education Program, comparison of the AY2017 to AY2018 MTLE/EAS data, and edTPA scores for the AY2018 for all majors.

School of Education Program Goals

and Student Learning Outcomes

SMSU Teacher Education Communities of Practice Investigating Learning and Teaching

Description

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)

| LEP SLOs | SLOs | PROGRAM COURSES | | | | | | | | | | CAPSTONE Student Teaching |
|-------------------------|-------|-----------------|--------|-------------------|----------|-----------------|--------|--------|-------------|-------------|-------------------------|---------------------------|
| | | ED 101 | ED 102 | ED 251/ PSYCH 341 | SPED 290 | ED 312 /SOC2 12 | ED 301 | ED 423 | ED 443/ 444 | ED 304 PSTE | EMSP ED MN STDT PROGRAM | |
| Communicate Effectively | SEP 6 | I | I | R | R | R | A | A | A | A | R | A |

| | | | | | | | | | | | | |
|-------------------------|--------|---|---|---|---|---|---|---|---|---|---|---|
| Creative Thinking | SEP 4 | I | I | R | | R | A | A | A | A | R | A |
| | SEP 7 | I | I | | R | | A | A | | A | R | A |
| Critical Thinking | SEP 8 | I | I | R | R | R | A | A | A | A | R | A |
| Physical & Social World | SEP 9 | I | I | | | | A | A | A | A | R | A |
| | SEP10 | I | I | R | R | R | A | A | A | A | R | A |
| Diversity | SEP 2 | I | I | R | | | A | A | A | A | R | A |
| | SEP 3 | I | I | | R | R | A | A | | A | R | A |
| Moral Reasoning | SEP 9 | I | I | | R | | A | A | A | A | R | A |
| Civic Engagement | SEP 5 | I | | | I | | A | A | | A | R | A |
| | SEP 10 | I | I | R | R | R | A | A | A | A | R | A |

KEY: 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 both K- knowledge & A - assessment of the SEPs identified. I – Introducing D – Developing R – Reinforced

RED = Added/secondary course addressing standard; not specifically noted in syllabi.

| 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 Professional | Review of results by faculty teaching the course, reports | Changes made to SMSU Lesson Plan Template, |

| | | | | | | |
|---|----------------------|--|---|---|---|---|
| | | | | Educator Services | to undergraduate Ed faculty | 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. ED 102 was removed from Key Checkpoint system when PERCA was adopted Jan. 2016 |
| 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 102 was removed from Key Checkpoint system when PERCA was adopted Jan. 2016 |
| ED 312/SOCI 212 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 undergraduate 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 undergraduate Ed faculty | Addition of edTPA features |
| ED 443/444 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 undergraduate Ed faculty | Addition of edTPA features |
| ED 304 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 undergraduate Ed faculty | Addition of practice edTPA |
| Student Teaching | 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 undergraduate 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 |

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 | # 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 |

edTPA Scores - all Majors

| | | |
|-------------------------------------|----|-----|
| Elementary Literacy (03/12-Present) | 54 | 3.6 |
| Elementary Literacy (03/12-Present) | 36 | 2.4 |
| Elementary Literacy (03/12-Present) | 52 | 3.5 |
| Elementary Literacy (03/12-Present) | 46 | 3.1 |
| Elementary Literacy (03/12-Present) | 46 | 3.1 |
| Elementary Literacy (03/12-Present) | 40 | 2.7 |
| Elementary Literacy (03/12-Present) | 39 | 2.6 |
| Elementary Literacy (03/12-Present) | 45 | 3.0 |
| Elementary Literacy (03/12-Present) | 55 | 3.7 |
| Elementary Literacy (03/12-Present) | 46 | 3.1 |
| Elementary Literacy (03/12-Present) | 43 | 2.9 |
| Elementary Literacy (03/12-Present) | 43 | 2.9 |
| Elementary Literacy (03/12-Present) | 41 | 2.7 |
| Elementary Literacy (03/12-Present) | 42 | 2.8 |
| Elementary Literacy (03/12-Present) | 47 | 3.1 |
| Elementary Literacy (03/12-Present) | 43 | 2.9 |
| Elementary Literacy (03/12-Present) | 40 | 2.7 |
| Elementary Literacy (03/12-Present) | 53 | 3.5 |
| Elementary Literacy (03/12-Present) | 46 | 3.1 |
| Elementary Literacy (03/12-Present) | 47 | 3.1 |
| Elementary Literacy (03/12-Present) | 39 | 2.6 |
| Elementary Literacy (03/12-Present) | 43 | 2.9 |
| Elementary Literacy (03/12-Present) | 41 | 2.7 |
| Elementary Literacy (03/12-Present) | 45 | 3.0 |
| Elementary Literacy (03/12-Present) | 46 | 3.1 |
| Elementary Literacy (03/12-Present) | 49 | 3.3 |
| Elementary Literacy (03/12-Present) | 46 | 3.1 |
| Elementary Literacy (03/12-Present) | 45 | 3.0 |
| Elementary Literacy (03/12-Present) | 46 | 3.1 |
| Elementary Literacy (03/12-Present) | 60 | 4.0 |
| Elementary Literacy (03/12-Present) | 47 | 3.1 |
| Elementary Literacy (03/12-Present) | 41 | 2.7 |
| Elementary Literacy (03/12-Present) | 41 | 2.7 |

| | | |
|-------------------------------------|----|-----|
| Elementary Literacy (03/12-Present) | 48 | 3.2 |
| Elementary Literacy (03/12-Present) | 47 | 3.1 |
| Elementary Literacy (03/12-Present) | 47 | 3.1 |
| Elementary Literacy (03/12-Present) | 41 | 2.7 |
| Elementary Literacy (03/12-Present) | 44 | 2.9 |
| Elementary Literacy (03/12-Present) | 48 | 3.2 |
| Elementary Literacy (03/12-Present) | 59 | 3.9 |
| Elementary Literacy (03/12-Present) | 42 | 2.8 |
| Elementary Literacy (03/12-Present) | 43 | 2.9 |
| Elementary Literacy (03/12-Present) | 47 | 3.1 |
| Elementary Literacy (03/12-Present) | 53 | 3.5 |
| Elementary Literacy (03/12-Present) | 43 | 2.9 |
| Elementary Math (03/12-Present) | 47 | 3.1 |
| Elementary Math (03/12-Present) | 52 | 3.5 |
| Elementary Math (03/12-Present) | 47 | 3.1 |
| Elementary Math (03/12-Present) | 59 | 3.9 |
| K-12 Phys Ed (03/12-Present) | 35 | 2.3 |
| K-12 Phys Ed (03/12-Present) | 49 | 3.3 |
| K-12 Phys Ed (03/12-Present) | 42 | 2.8 |
| K-12 Phys Ed (03/12-Present) | 36 | 2.4 |
| Secondary ELA (03/12-Present) | 53 | 3.5 |
| Secondary HSS (03/12-Present) | 45 | 3.0 |
| Secondary HSS (03/12-Present) | 52 | 3.5 |
| Secondary Math (03/12-Present) | 47 | 3.1 |
| Special Education (03/12-Present) | 34 | 2.3 |
| Special Education (03/12-Present) | 44 | 2.9 |
| Special Education (03/12-Present) | 41 | 2.7 |
| Special Education (03/12-Present) | 47 | 3.1 |
| Special Education (03/12-Present) | 40 | 2.7 |
| Special Education (03/12-Present) | 43 | 2.9 |
| Special Education (03/12-Present) | 46 | 3.1 |

| | | |
|-------------------------------------|----|-----|
| Elementary Literacy (03/12-Present) | 46 | 3.1 |
| Elementary Literacy (03/12-Present) | 40 | 2.7 |
| Elementary Literacy (03/12-Present) | 45 | 3.0 |
| Elementary Literacy (03/12-Present) | 46 | 3.1 |
| Elementary Literacy (03/12-Present) | 42 | 2.8 |
| Elementary Literacy (03/12-Present) | 49 | 3.3 |
| Elementary Literacy (03/12-Present) | 48 | 3.2 |
| Elementary Literacy (03/12-Present) | 42 | 2.8 |
| Elementary Literacy (03/12-Present) | 44 | 2.9 |
| Elementary Literacy (03/12-Present) | 48 | 3.2 |
| Elementary Literacy (03/12-Present) | 45 | 3.0 |
| Elementary Literacy (03/12-Present) | 53 | 3.5 |
| Elementary Literacy (03/12-Present) | 44 | 2.9 |
| Elementary Literacy (03/12-Present) | 47 | 3.1 |
| Elementary Literacy (03/12-Present) | 49 | 3.3 |
| Elementary Literacy (03/12-Present) | 44 | 2.9 |
| Elementary Literacy (03/12-Present) | 44 | 2.9 |

| | |
|------------------------|--------------|
| Average from 2016-2017 | 45.55 |
|------------------------|--------------|

| | |
|------------------------|--------------|
| Average from 2015-2016 | 40.89 |
|------------------------|--------------|

| | |
|------------------------|--------------|
| Average from 2014-2015 | 38.79 |
|------------------------|--------------|

(Continued)