

School of Education
Education Department
Undergraduate & Graduate Programs
AY2016-2017



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 2016-2017 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.

At the undergraduate level, the Early Childhood Special Education degree for children with special needs from birth to age 6 was offered for the first time in the fall of 2014. It continues to grow, and the first ECSE teacher candidates successfully completed student teaching during the AY16-17. This is considered an area of high demand as identified by the Minnesota Department of Education, so we are providing support for our constituents.

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, an additional faculty member has joined the School of Education to coordinate and teach in this program, Dr. Chris J. Anderson. 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 is currently being reviewed by the Board of Teaching for official approval.

There were 84 student teachers during the 2016-2017 academic year. In the Fall of 2016, there were 50 student teachers. Areas of focus included: *Early Childhood Education and/or Elementary Education - 27, TESL (Teachers of English as a Second Language) - 1, K-12 PE - 1, Social Sciences - 2, Math - 1, Early Childhood Special Education - 4, and Early Childhood (Extended Learning) - 14. In the Spring of 2017, there were 34 student teachers. Areas of focus included: Early Childhood Education and/or Elementary Education - 17, TESL (Teachers of English as a Second Language) - 1, K-12 PE - 3, K-12 Spanish - 1, Communication Arts - 1, K-12 SPED ABS (Academic Behavioral Specialist) - 1, Early Childhood (Extended Learning) - 8. *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.

At the graduate level, the School of Education was pleased to receive approval from the Board of School Administrators (BOSA) to offer the Education Administration licensure for Principal, Superintendent, and Director of Special Education in April of 2014. The first cohort for this program began Fall 2015 utilizing the learning community format with the summer leadership institute in July of 2015. Candidates may earn the Education Specialist degree, or Ed.S. After receiving approval this past year, this is the first degree offered at SMSU beyond a master's degree.

The HLC – Higher Learning Commission has approved the graduate education programs with great reviews. Specific feedback included: amazing support services, response time is immediate, students express extreme satisfaction with the program and support services, and overall quality of learning communities is excellent!

The Graduate Learning Community Faculty have successfully offered AE – Adult Education courses that have assisted graduate students in earning credits to support their professional growth and provide an in-house feeder program to the graduate degree programs.

The School of Education hired one new faculty member for AY16-17, Dr. Chris J. Anderson. Dr. Anderson's focus is on the Para-to-Sped nonconventional program, serving as the advisor for the program. His areas of specialty include: Special Education and Literacy.

Ms. LeAnne Syring, who taught Special Education and Early Childhood Special Education undergraduate courses, has been moved to a probationary tenure-track position. She has played an integral part in further developing SPED programming.

The Director of Graduate Education was divided into two distinct positions – off campus and on campus/online. Dr. Debbie Van Overbeke serves as the Director for On Campus and Online Graduate Education while Dr. Tanya Yerigan serves as the Director of Graduate Education for Off Campus.

Although Dr. Sonya Vierstraete was on sabbatical during the fall 2016 semester, there was no replacement so courses and duties were absorbed by the department. Dr. Debbie Van Overbeke served as the chairperson for the School of Education while Dr. Vierstraete was on sabbatical.

During the spring of the year, SMSU administration approved the Director of Assessment and Accreditation for the School of Education position. This is a newly developed position that will encompass the work of the current director as well as the responsibilities of the Livetext and edTPA coordinator.

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. (NASPE 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. (NASPE 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. This 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.

Faculty and Staff in the School of Education:

During the 2016-2017 academic year, members of the School of Education included 17 full-time faculty, 10 coaches, and several adjunct faculty. Additionally, there are four key support staff – two administrative assistants, one coordinator, and one director as well as one graduate assistant, and one student worker.

Department Leadership:

- Dr. Sonya Vierstraete, Department Chairperson
- Dr. Debbie Van Overbeke, Director of Graduate Education – On Campus & Online; Interim Department Chairperson while Dr. Vierstraete was on sabbatical Fall 2016.
- Dr. Tanya Yerigan, Director of Graduate Education – Off Campus
- Dr. Mary Risacher, Director of Early Childhood Education Distance Learning
- Dr. Rhonda Bonnstetter, Director of Assessment & Accreditation
- Dr. Amy Christensen, edTPA and Livetext Coordinator

Faculty: The following were members of the faculty of the School of Education in 2016-2017:

Dr. Francis Albitz – taught in the Physical Education – Teaching program & PECS – Physical Education: Coaching of Sport

Dr. Chris J. Anderson – taught in the Para-to-Sped undergraduate program in its inaugural year

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 VanOverbeke - 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; acting Department Chair in the Fall 2016 semester

Dr. Sonya Vierstraete – was on sabbatical the fall 2016 semester; served as Department Chair upon her return the spring 2017 semester, and taught in the undergraduate and on-campus graduate programs with focus on ELED, ECE, TESL, and PECs.

Dr. Tanya McCoss 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 is 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

Staff: The following were staff members of the School of Education in 2016-2017:

Jennifer Swanson - Office & Administrative Specialist Senior; supervisor of 1 student worker

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

Jill Dopp - Customer Service Specialist Intermediate (50%) - resigned fall 2016

Judy Wallerich - hired as an interim late fall of 2016 - June 2017

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 awaiting official notification of the approval by the Board of Teaching as a nonconventional program as it was requested by the BOT in February of 2016 that an application be submitted to address the articulation process and demonstrate how standards are being addressed. 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 provides licensure to teach students in four content areas. They are licensed for varying grade levels as mandated by the Minnesota Board of Teaching. 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 the Minnesota Board of Teaching. 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)**.

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.

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 (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.

SMSU was also the recipient of a second grant through MnSCU (Minnesota State system) 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.

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 continues to make arrangements for the students in her PE 156 Adventure Ropes course to use the Merit Center in Marshall, MN. The students rappelled from the second floor at 30 feet, and the fifth floor at 50 feet, of the Merit Center Tower. This was an important, hands-on exercise for the students.

Dr. Chris J. Anderson taught the first-year of the first Para-to-Sped cohort this past year. He has enhanced course syllabi to meet the Board of Teaching standards for this nonconventional program.

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.

Dr. Rhonda Bonnstetter developed and taught a new course, ED 483/583 Teaching with Technology, designed to help candidates build on the skills needed to teach effectively in a 21st century classroom. She integrated new Web 2.0 tools such as Padlet and others into teaching in all classes. As part of an assignment in Assessment & Accreditation, led the SMSU School of Education in the process of applying for approval of a non-conventional program in Early Childhood Education, a non-conventional program in Para-to-Sped ABS, and a non-conventional program for dual licensure in PE and Health Education. She submitted the licensure programs in EPPAS for continuing approval and met with all departments individually as part of the Campus Liaison meetings to review data and determine 2-year goals for each licensure program. Dr. Bonnstetter coordinated the Teacher Education Advisory Council meeting on May 3rd, which was attended by over 50 area administrators, adjunct faculty, alumni, and current candidates.

Ms. JoAnne Hinckley co-facilitated a three-week intensive course in Educational Administration for Doctoral Students from Udon Thani Rajabhat University (Thailand) with Dr. Sharon Kabes & Dr. Dennis Lamb during fall 2016.

Dr. Sharon Kabes launched the first Administrative Licensure program AY215-2016 with a five-day Leadership Academy. Fifteen students joined the Administrative Licensure

Learning Community and began their two-year program for licensure as K-12 principals. The first cohort graduated this past spring 2017. Dr. Kabes was instrumental in the development and offering of the Specialist degree, which was approved in the 2017 academic year. Additionally, Dr. Kabes co-facilitated a three-week intensive course in Educational Administration for Doctoral Students from Udon Thani Rajabhat University (Thailand) with Dr. Dennis Lamb and Ms. JoAnne Hinckley during fall 2016.

Dr. Dennis Lamb was the lead facilitator for two learning communities during the AY2016-2017. Additionally, he collaboratively facilitated a three-week intensive course in Educational Administration for Doctoral Students from Udon Thani Rajabhat University (Thailand) with Dr. Sharon Kabes & Ms. JoAnne Hinckley during fall 2016.

Dr. Mary Risacher restructured course content for all coursework to ensure syllabi align to matrix. She implemented strategies that support effective teaching methods and emphasize the goals of the school of Education. Additionally, she designed and adjusted assessments for courses and updated/created rubrics for current and past assessment/assignments. Dr. Risacher made a concerted effort to remain up to date with technology platforms that would improve and guide her teaching practices, while additionally modeling use of technology for her students. She communicated to ECE Distance Learning 2+2 students and 2-Year Partners regarding the ongoing variance for online program moving from conventional to non-conventional.

Dr. Wendy Schoolmeester facilitated the Action Research Conference 2017 with the 2nd Annual Action Research Conference was held Friday, April 7 from 8 a.m. to noon. Thirty-one students showcased their action research projects conference using the platform of their choice such as Power Point, Weebly, S'More. Dr. Schoolmeester created a Stanger-mon Go Scavenger Hunt - which used the Augmented Reality App called Aurasma to incorporate a scavenger hunt in Social Studies Methods fall 2016 similar to the Poke'mon Go craze that happened in summer/fall of 2016. She connected with an elementary principal via Twitter who used this to implement it.

Dr. Paulette Stefanick taught undergraduate and graduate courses, both online and face-to-face. Her load consisted of 15 credits in the fall 2016 and 15 credits during spring semester of 2017. Additionally, she taught 6 credits in Summer 2017. Her main area of teaching expertise are Reading/Literacy courses and Kindergarten Methods.

Ms. Marilyn Strate incorporated an e-folio in her classes as part of the PE programs assessment plan.

Ms. LeAnne Syring has 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 VanOverbeke 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. She also taught the following research sequence grad courses, including: ED 622, ED 624, and ED 627 and the reading assessment course, ED 550. She developed and revised the online research sequence courses over a period of years. Dr. Van Overbeke uses student feedback to make changes to her courses. In addition, she served as the Interim Chair of the School of Education during fall 2016 and On-campus Graduate Director during spring 2017. Major accomplishment during this time for the School of Education were developing the add-on SPED licensures, the approval of an Assessment Coordinator, and the addition of an 18-credit graduate emphasis that can be petitioned in from other universities.

Dr. Sonya Vierstraete served as the Chairperson for the School of Education. She teaches and advises undergraduate and graduate students with a focus on elementary education, TESL, and literacy. She also served as SMSU's Faculty Athletic Representative. During the fall of 2016, Dr. Vierstraete taught full-time as an EL teacher in the Marshall Public School district.

Dr. Tanya Yerigan offered to teach the research course "ED 627 Action Research Project Design" to 20 online graduate students in addition to her full-time teaching within her learning communities. At the request of her students, Dr. Yerigan authored three new graduate AE courses. As students requested, Dr. Yerigan developed and offered graduate course packages each semester including fall 16, spring 16, and summer 2017. These packages (10 semester credits-fall, 6 semester credits-spring, and 10 semester credits-summer) offered area educators an intensive and meaningful professional development opportunity while also making a contractual lane change. She incorporated a spiral-design curriculum along with detailed syllabi, and rubrics. These courses are student-driven/directed while maintaining rigor with relevance. Dr. Yerigan has collected data each term and presented the results to SMSU administration. The data supports that these courses have real meaning to the teachers taking them as well as their overall districts.

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. 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 this year:

Beach, M. (2017). Practical Solutions to Include Students with Disabilities in Your Online Courses without Giving up Your Weekends. In *Proceedings of E-Learn International Conference 2017*. Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). *Implementing Flipped Classrooms*. Presented to the SMSU Technology Workgroup with Dr. Frankie Albitz, September 14, 2016. *How to Make Your Online Courses Accessible Without Giving Away Your Weekends*. Presentation accepted for the E-Learn International Conference, April, 2017, Brookings, S.D. (Conference cancelled).

Dr. Rhonda Bonnstetter led a day-long Curriculum Deep Dive session on the EdTPA at the College of St. Scholastica and a session on Using Local Evaluation Rubrics at the edTPA Summit. She presented with Dr. Mary Palmer on the Para-to-Sped initiative at the MREA Annual Conference. Additionally, she collaborated with colleagues in the English program on the Online Textbook for ENG 251 Writing in the Professions with a student entry and an example from my own professional writing. The online textbook can be viewed at <http://otb.smsu.edu/> Dr. Bonnstetter wrote and managed the grant for \$385,000 from the Minnesota Department of Education for the Para-to-Sped teacher education program.

Dr. John Engstrom co-authored with Dr. Lamb and Dr. Kabes, "Teaching for Transformation and Sustainability in Graduate Learning Communities" and presented the paper at the *Center for Scholastic Inquiry Conference*, Scottsdale, AZ.

Dr. Dennis Lamb co-authored with Dr. Engstrom and Dr. Kabes, "Teaching for Transformation and Sustainability in Graduate Learning Communities" and presented the paper at the *Center for Scholastic Inquiry Conference*, Scottsdale, AZ.

Dr. Sharon Kabes co-authored with Dr. Lamb and Dr. Engstrom, "Teaching for Transformation and Sustainability in Graduate Learning Communities" and presented the paper at the *Center for Scholastic Inquiry Conference*, Scottsdale, AZ.

Dr. Mary Risacher submitted her dissertation to the Journal of Online Research. She was also accepted to present, "*Surviving & Thriving: The Veteran and the First-Year Teacher*" at the Student Leadership Conference - Unite, Inspire, Lead: Our Students Our Professions, Our Future in June 2017. Additionally, she presented, "*Who 'Ya Gonna Call? Stress Busters; Because You Matter!*" at the Minnesota Rural Education Association - Making Teaching Matter in November 2016. Dr. Risacher has written as a guest blogger for edUconnections.

Dr. Wendy Schoolmeester published or presented the following: educonnections.org, highlighting one titled "How to Conquer the edTPA: Two-cents Worth From SMSU Teacher Candidates." <https://educonnections.org/2016/12/05/ways-to-conquer-the-edtpa-smsu-teacher-candidates-share-their-2-cents-worth/>. Dr. Schoolmeester has sent the above blog to ASCD Update in January, and they have replied with interest.

Dr. Paulette Stefanick had numerous presentations and publications:

(Accepted, but needed to cancel). *Use of Interactive Notetaking to Enhance Student Learning and Engagement*. International Literacy Association Annual Conference, Boston, Massachusetts. July 7-10, 2016. This proposal was accepted, but neither Dr. Van Overbeke or Dr. Stefanick could attend (International Presentation).

(Summer 2017 Upcoming International Presentation). *Interactive Notetaking: Strategies to Enhance Student Learning and Engagement*. International Literacy Association Annual Conference (ILA), Orlando, Florida. July 14-17, 2017. Dr. Stefanick will present with Dr. Debbie VanOverbeke.

Ms. LeAnne Syring achieved ABD status in her doctoral work and continues to work on the dissertation towards earning her PhD. She has contributed to the Open Access Textbook: *Why Writing Works; Disciplinary Approaches to Composing Texts* that was completed for the English Department. There were 12 contributors across campus, and she was one of four that also consented to be videotaped for inclusion in the textbook.

Bemer, A., Baker, L.B., Lucas, L., & Smith, A.N. (Eds.). (2016). *Why writing works: Disciplinary Approaches to Composing Texts*. Department of English, Southwest Minnesota State University, Marshall, Minnesota.

Additionally, she accepted a tenure-track position here and is proud of both the accomplishment and the opportunity. LeAnne was the keynote speaker for the Undergraduate Teacher Education Action Research Conference - "The Doors of Opportunity" in April 2017. She received an Excellence in Teaching Award from The National Society of Leadership and Success on campus, which is a student nominated award.

Dr. Debbie VanOverbeke will be presenting on Interactive Notebooks at International Literacy Association 2017 Conference in Orlando, FL in July 2017 with Dr. Paulette Stefanick.

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 SWMRC Workshop on culturally responsive teaching and literacy for ELs.

Dr. Tanya Yerigan founded 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. Dr. Yerigan has conducted research and continues to write on topics such as Facebook marketing, learning community program outcomes, and millennial information access. Additionally, Dr. Yerigan continues to focus on her long-term research projects which include childhood trauma, toxic stress, teacher sexual misconduct, facilitated learning, and reflective practice. This year, Dr. Yerigan has accepted several invitations to present on various topics of relevance. A few presentations she has given include: Education's Silent Opponent: Toxic Stress...Changing Everything in January 2017 at the MELT Conference in Minnesota, in November 2016 at Ridgewater College in Hutchinson, Minnesota, in August 2016 at Clinton-Graceville-Beardsley School District in Graceville, Minnesota, and at Western Minnesota Schools

Collaborative in Morris, Minnesota; Don't Hate the Messenger...Educator Sexual Misconduct: Media Hype or Epidemic at the MELT Conference in Minnesota; Educator Boundaries: A Professional Necessity & Student Safeguard! in October 2016 at the Lakeview School District in Cottonwood, Minnesota and at the Center for Scholastic Inquiry International Research Conference, Scottsdale, AZ; Navigating Life with Trauma-Induced Brain Damage, October 2016, Center for Scholastic Inquiry International Research Conference in Scottsdale, Arizona earning the *BEST PRESENTATION AWARD*; Connecting Campuses and Colleagues 2016, September 2016, SMSU Campus, Marshall, MN

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. Michelle Beach attended a number of conferences and trainings during the 2016-2017 academic year, including highlights: Minnesota Department of Education (MDE) State Compliance Training for Special Education Providers, edTPA Summit hosted at Hamline, the Council for Exceptional Children Autism Conference (CEC DADD in St. Petersburg, FL, and the International Literacy Association Annual Conference (ILA) in Orlando, FL.

Dr. Rhonda Bonnstetter attended the Minnesota Rural Education Annual Conference at Cragun's Resort in Brainerd, MN, on November 13-15, 2017, with Dr. Mary Risacher and Dr. Wendy Schoolmeester. She attended the Minnesota Council of Teachers of Mathematics spring conference in Duluth, MN, on April 27-29, 2017 with Dr. Debbie VanOverbeke. Dr. Bonnstetter brought four Secondary Mathematics Education candidates to the conference as well: Shannon Gorter, Courtney Tolifson, Alana Christianson, and Kristen Bosveld. She attended several online webinars related to using technology in teaching, working with ELs, and the Power of the Adolescent Brain. She also continued to take coursework in TESL - Teachers of English as a Second Language and completed field experiences at the Marshall High School.

Dr. John Engstrom completed requirements to become a certified Gallup Strengths Coach.

Dr. Dennis Lamb collaboratively facilitated and participated in the Graduate Learning Conference at SMSU.

Dr. Mary Risacher has researched, reviewed, and incorporated a number of resources into her teaching: <https://www.edutopia.org>, educonnections.org, Twitter –Dave Burgess, Teaching Channel, Matt Miller, Zero to Three, Eric Sheninger, Ellen Gallinsky, STEM, ASCD, NAEYC, Todd Whitaker, and a variety of published texts. Additionally, she earned licensure renewal credits for MN licensure.

Dr. Wendy Schoolmeester participated in a webinar via Zoom (<https://zoom.us/>) with other Social Studies Methods Professors in the state of MN. She attended a day long workshop titled *How to Motivate Hard to Reach Students* by author/speaker Brian Mendler in Sioux Falls, SD. She gleaned knowledge in this workshop to incorporate into the ED 423 Classroom Management course. Dr. Schoolmeester also attended What's New in Children's Literature in May in Brandon SD offered by the Bureau of Educational Research, which increased her craft in preparation for the ED 346 Children's Literature course.

Dr. Paulette Stefanick attended a variety of conferences and workshops, including: Technology Professional Development Sessions offered at SMSU: D2L Brightspace *Organizing Content; News, Classlists, Email; Discussion Board Tool, and more*, Kaltura MediaSpace Services Training, D2L Brightspace Version, and D2L Brightspace Gradebook Tools. Additionally she has attended invited speakers to campus: Dave Burgess, author of *Teach Like a Pirate* – Presentation, Kristi Weiss, speaker in ED 450 – *Top 10 Tips for Working with English Language Learners*, and Teresa Hunt, speaker in ED 423 – *Positive Behavior Intervention and Support*. She is attending the Institute at the International Literacy Association Annual Conference in July 2017. The day-long pre-conference Institute is: *“Word Study That Makes a Real Difference: Re-Envisioning Traditional Phonics, Spelling, and Vocabulary Instruction”* by presenters: Shane Templeton (author of a textbook she uses for a summer reading course), Donald Bear, Karen Carpenter, and many more.

Ms. LeAnne Syring has updated several documents and programs for the Special Education Department, including: Special Education Lesson Plans and Forms with explanations within the framing and without; Special Education PSTE & ST Final Assessment Form in collaboration with Dr. Chris J. Anderson; Special Education Graduate license in the areas of Autism Spectrum Disorder, Emotional/Behavioral Disorder, and Specific Learning Disorder in collaboration with Ms. JoAnne Hinckley & Dr. Rhonda Bonnstetter; and the Special Education Master's Program created broader availability for potential candidates.

Dr. Debbie VanOverbeke attended the following professional development opportunities during the 2016/2017 year: Distance Education Professional Development Event (Quality Matters, Using MediaSpace with D2L) in August 2016 at SMSU; the Minnesota edTPA Summit VII Workshop at Hamlin University, St. Paul, MN in September; the Minnesota Association of Colleges for Teacher Education Fall and Winter Conference: Engaging All Voices: The Power of Professional Community in Plymouth, Minnesota in November and February; the SMSU Professional Development Day in January; the Assessment Day at SMSU in February; the

Microsoft One Drive Workshop at SMSU in March; MCTM Spring Mathematics Conference at the Duluth in April; and the International Literacy Association 2017 Conference in Orlando, FL in July.

Dr. Sonya Vierstraete participated in professional development and experienced specific learning opportunities at Marshall Public School district inservices as well as conferences such as the Minnesota TESOL conference in October, the Southwest Minnesota Reading Council conferences in October 2016 and April 2017, and the NCAA Convention in Nashville, Tennessee in January.

Dr. Tanya Yerigan worked to improve quality opportunities for K-12 and higher education faculty to publish, Dr. Yerigan continues to study the publication process. This year, she has worked with two K-12 teachers and mentored them regarding the publication process including editing, typesetting, and illustrations. In addition, Dr. Yerigan entered the second printing of her book "*Building Your Portfolio: What You Need to Know.*" Additionally, she assisted with learning community marketing, and conducted a review of the literature on the following topics. This information was then utilized to design and implement separate research projects including the following: Facebook Marketing and Graduate Program Needs Assessment.

D. Service to Students Highlights

All School of Education faculty members provide advising to the teacher education candidates; many also act as chairs for graduate education students. In the past academic year, undergraduate department faculty signed up for one weekend per semester to provide student tours for recruiting, and also for one week during the summer. Undergraduate faculty members helped with registration days in April, June, July, and August. 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.

Scholarships

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)

2 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)

1 Early Childhood Education
1 Elementary Education

1 Secondary/ Education
(half distributed Fall; half distributed Spring)

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

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

Golden Rule Scholarships: (SR woman academic standing)

6 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)

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

Robert Schwerin Memorial Scholarship: (SR Education Major)

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

Kelsey Eberle: \$500 renewable

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

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 member serving as the advisor for this student group for 2016-2017 was Dr. Wendy Schoolmeester.

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

Dr. Frankie Albitz hosted three prospective student visits and assisted with five Registration Days as well as three Mustang Days and three Admitted Student Days. She advises more than 75 students.

Dr. Chris J. Anderson hosted seventeen prospective student visits. He serves as advisor to approximately 20 students and specifically, serves as the advisor for the Para-to-Sped program as it wraps up year one of the first cohort and is looking to begin the second cohort in the fall. Dr. Anderson assisted with six Registration Days, three Mustang Days, and three Admitted Student Days.

Dr. Michelle Beach conducted one prospective student visit as requested by the Admission Office. She assisted at two Registration Days hosted by the Admission Office. She also assisted with one of the Mustang Visit Days throughout the academic year, including the popular Hawaiian Night. She serves as advisor to approximately 70 distance learners. Dr. Beach served as Committee Chair for Research for two on-campus graduate students, and assisted with Grad portfolios and edTPA reviews. Dr. Beach conducted eight individual Graduate Portfolio Reviews required of candidates to meet part of Minnesota licensure requirements. Dr. Beach supervised one student-teacher, assisted five student teachers with edTPA remediation and assisted six PSTE students with edTPA remediation. 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. Dr. Beach and served as the advisor for Early Childhood distance and ECSE majors.

Dr. Rhonda Bonnstetter hosted four students in visits to SMSU's School of Education. She assisted with three of the SMSU Registration events and arranged individual advising sessions for over 80 advisees, and also participated in Meet Your Advisor Day. She participated in the Big Event, hosted by the SMSU Honors Club, and shared information on the various types of graduate programs and careers available to Education majors. She also supervised one student teacher and worked with over a dozen student teachers and prestudent teachers on their edTPA remediations.

Dr. John Engstrom serves as an advisor to approximately 25 graduate students. He collaboratively coordinated the annual Learning Community Research Conference at SMSU.

Ms. JoAnne Hinckley conducted four student visits as requested by the Admission Office, and assisted with the evaluation of transcripts for many Special Education graduate students who contacted the School of Education directly. She serves as advisor to approximately 40 students, and she acted as the graduate advisor to many students in Special Education, and also conducted the Graduate Portfolio Review required of each of these candidates on an individual basis as part of the licensure requirements.

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 50 graduate students. In support of extending his students' learning, he has invited guest speaker, Mike Heikes, to the Park Rapids Learning Community.

Dr. Lon Richardson advises 36 graduate students in the Learning Communities.

Dr. Mary Risacher met with three prospective students and assisted with one Registration Day as well as one Admitted Student Day. She advises more than 70 students, supplies them with information that will enable them to pursue their own path more independently. Additionally, she mentors students on their educational path and is even more intentional and cognizant of feedback provided to students by creating detailed rubrics for every assignment. Dr. Risacher has provided EdTPA support and remediation.

Dr. Wendy Schoolmeester conducted nine prospective student visits and assisted with one Registration Day. She advises more than 75 advisees with a focus on elementary and physical education students. She attended the edTPA Support Session held by Dr. Amy Christensen for the student teachers. She worked specifically with Physical Education Student Teachers on assisting them with their edTPA narrative and analysis. Importantly, Dr. Schoolmeester serves as the EMSP Advisor. The club sponsored author and speaker Dave Burgess in October 2016. She collaborated with SW/WC as they assisted with registration and invited other MN EMSP Groups to attend.

Dr. Paulette Stefanick conducted four prospective student visits as requested by the Admission Office. She assisted with three Registration Days. Dr. Stefanick assisted student teachers with questions on the Elementary Literacy edTPA during three support sessions offered throughout the year. She 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. She served as an action research reviewer and clinical supervisor.

Ms. Marilyn Strate met with two prospective students, and advises approximately 40 students. She supervised approximately 30 internships for students in Recreation and Sports Management over the past 5 years.

Ms. LeAnne Syring hosted 15 prospective student visits, and she assisted with five Registration Days as well as three Mustang Days and two Admitted Student Days. She 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. She attended the SMSU Athletics Leadership Dinner as a guest of one of our student teacher candidates who is also an athlete. Additionally, Professor Syring serves on three graduate students' research committees as well as the Liaison between the Graduate Studies Office and the Special Education Programs

Dr. Debbie VanOverbeke hosted nine prospective student visits, assisted with seven Registration Days, and participated in one Admitted Student Day. She advises more than 90 undergraduate and graduate students and has chaired the final research papers of ten graduate students and six students writing their proposals. She chaperoned, with Dr. Rhonda Bonnstetter, four math students at the MCTM Spring Mathematics Conference at the Duluth, MN Entertainment and Convention Center in April.

Dr. Sonya Vierstraete was on sabbatical fall semester teaching ELs in an area school. During that time, she mentored a student teacher who had been her advisee for four years, thus working collaboratively for her capstone experience. Upon returning to campus, she conducted six prospective student visits as requested by the Admission Office. She assisted at three Registration Days hosted by the Admission Office and assisted with one Admitted Student Day. She assisted student teachers with questions on the Elementary Literacy edTPA during the support sessions offered in the spring semester. She advises approximately 50 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 serves as advisor to more than 30 graduate students. Last fall of 2016, she invited the Thai students to her home for an authentic meal consisting of the most popular MN hot dishes. She also arranged for them to visit the farm and a local cattle operation. Additionally, Dr. Yerigan chairs 35 off-campus graduate research projects. As a service to the online math and English students, Dr. Yerigan continued to chair an additional 14 research committees. As a service to her students, Dr. Yerigan continued to conduct free inservices within their home districts. She also used these inservices as opportunities to share about the learning community program. Importantly, Dr. Yerigan has volunteered to write nearly a dozen letters of recommendation for former students who were seeking different employment and/or attempting to gain entrance to doctoral programs. Dr. Yerigan has scheduled and plans to organize as well as host two of her "Writing Right Retreats". These lakeside retreats are offered at no charge to students seeking to gain mastery of the research and writing process.

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.

Dr. Chris J. Anderson served as the School of Education representative on the CIA - Committee of Institutional Assessment. He also served as the department liaison with the SouthWest/WestCentral Service Cooperative for the Para-to-Sped program.

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. At the state level, Dr. Beach served as a university representative for the Early Childhood Transfer Pathways Committee; 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.

Dr. Rhonda Bonnstetter updated all of the program advising guides for undergraduate programs in Education and created 4-year plans for all of the undergraduate programs in Education. She served on the University Technology Committee and the SMSU School of Ag Advisory Council. She chaired the search committee for a new faculty member in SPED (Dr. Chris J. Anderson). Additionally, she served on the Marshall Public Schools Technology Advisory Committee, the Minnesota Council of Teachers of Mathematics (MCTM) CONNECT Committee, and the MCTM Foundation Board as well as serving as the treasurer for the Minnesota Association of Colleges of Teacher Education (MACTE). Dr. Bonnstetter served on the National Academy of Ed Teacher Performance Assessment Consultants to provide professional development to faculty, university supervisors, classroom mentor teachers, student teachers, etc.

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

Dr. Sharon Kabes worked with Dr. Dennis Lamb and Ms. JoAnne Hinckley to launch the Administrative licensure program at SMSU. She also served as Director of the Graduate programs in Education. She chaired the Graduate Council and the chaired the Graduate Curriculum Committee. She served on the Provost Search Committee, the Spanish Program Committee and the Indigenous Student 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 BOT 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, address Board of

Teaching inquiries regarding program, for PRP, and attended BOT meetings as necessary. She completed course equivalency forms for distance learners transfer coursework including assistance with petitions. Also, Dr. Risacher spent time in a surrounding community school as classroom volunteer and attended at student events when possible. She served on the following committees and volunteer opportunities: TEAC, Physical Plant, Graduation Line-Up coordinator, Accreditation and Assessment work in preparation for the fall 2017 site visit by the Board of Teaching, and assisted in EdTPA student support sessions. Dr. Risacher received the Leadership Award: *Excellence in Service to Student*.

Dr. Wendy Schoolmeester served the Pipestone area community as a school board member for the past four years and School Board Chair for the second year in a row. Much training is involved with this responsibility. Phase I training (what it means to be a school board member) and Phase II training (finance, open meeting laws, governance), attend MN School Board Association (MSBA) Conference in January, Roberts Rules of Order training, etc. Dr. Schoolmeester represents the School of Education by attending the National College Fair at the Minneapolis Convention Center with folks from SMSU Admissions.

Dr. Paulette Stefanick served on the Professional Improvement Grant committee. She served on the SPED search committee during the fall of 2016 with the successful hire of Ms. LeAnne Syring. 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 has participated in Casino Night as a volunteer and has contributed to the Faculty & Staff Art Show in April. She is involved in EMSP and Modern Woodmen quilts for soldiers. She taught Junior Achievement as a volunteer for the third year, and she presented Special Education program materials to Superintendents Meeting.

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. This year we reviewed and approved several Adult Education courses and reviewed and updated the Graduate Policy Handbook. 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. 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 has enhanced relationships with the Marshall Public Schools while teaching ELs during her sabbatical and participating in district professional learning communities, inservices, and conferences. She also volunteers in various classrooms at area schools.

Dr. Tanya Yerigan has worked with the entire LC faculty to author the HLC report, provide requested documents, and host site visits which together resulted in a very positive report from HLC. Additionally, Dr. Yerigan has been engaged in the community to develop new and fortify existing K-12 relationships with off campus graduate programs, Dr. Yerigan scheduled and visited with K-12 administrators around the state. This year, Dr. Yerigan served on the graduate curriculum committee and as a member of the graduate council. Dr. Yerigan assisted with marketing by attending special meetings and working closely with Cori Ann on marketing endeavors, publication, timelines, and incentives. While Ms. Dahlager was in Taiwan, Dr. Yerigan volunteered to assist with answering prospect emails and other needed tasks. At the urging and request of her Dean, Dr. Yerigan volunteered to serve as the Off-Campus Graduate Education Director. Dr. Yerigan operates the joint learning community Facebook page. This year, she added the administrative program as one of the LC's highlighted within the page. In addition to the full LC Facebook page, Dr. Yerigan maintains a LC Faculty page of her own. Both pages are utilized for sharing educational information and marketing.

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 are accredited by the Minnesota Board of Teaching. Our last Board of Teaching site visit was December of 2010, and received full approval for all of our licensure programs. The program applications have been submitted via the EPPAS – Educator Preparation Program Application system, and have been approved until 2019. The Board of Teaching site visit will take place in November of 2017.

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

Checkpoint I: Admission to the Teacher Education Program

Candidates apply for admission to the Teacher Education Program typically at the end of their sophomore year. Criteria for admission include the following:

- 1.) Must have completed 45 semester credits, and will have completed 60 credits by the end of the term in which the student is applying.
- 2.) Must have a minimum cumulative GPA of 2.8, with specific minimum grade requirements in the following courses: ENG 151 Academic Writing (or ENG 251), B- ; COMM 110 Essentials of Speaking and Listening, B- ; MATH 110 College Algebra, C (or passing of the Math MTLE for ECE and Secondary majors); all Education and Special Education courses must have a minimum grade of C. A student can be considered for conditional admission under Option B if they have a cumulative GPA of 2.8 in two of the last 4 full-time semesters.
- 3.) Must have taken the Basic Skills tests of the Minnesota NES Essential Academic Skills (replacing the MTLE Basic Skills previously required) in Reading, Writing, and Math; these three tests must all be passed for admission, or must have a minimum score of 500 for conditional admission. Also accepted – the ACT with writing if the composite score is 22 or higher with a combined ELA (English/writing) score of 21 or higher (all taken the same day).
- 4.) 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.

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.

Checkpoint II: Application for Student Teaching

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

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 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.

Checkpoint III: Graduation

Candidates for graduation must have successfully completed student teaching. On the Monday of finals week following student teaching, candidates participate in a Graduation Portfolio Review, where they meet with an education faculty member to review their Livetext Teaching Portfolio. This portfolio documents that the candidate has met all of the Standards of Effective Practice as required by the Minnesota Board of Teaching. Candidates are scored 1-4 with a rubric developed by the education faculty.

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

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 basic skills test 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 aligns with our preparation for the Board of Teaching Accreditation Site Visit occurring in November 2017. The reporting should be complete as we prepare the Institutional Report for the Board of Teaching.

A main area of focus in assessment for the 2016-2017 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. (The local evaluation tool will not be used beginning AY17 as the department has approved the use of the standard edTPA evaluation tool in order to maintain consistency and improve reliability.) In preparation for the edTPA, content from the edTPA is included in the methods courses for all programs. During the 2016-2017 academic year, all student teachers were required to submit their edTPA portfolios to Pearson, for 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 is remediated with faculty at an edTPA support session or individual meetings and then the candidate resubmits 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 pending 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. (NASPE Stds. 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. (NASPE Std. 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 December of 2010, and received full approval for all of our licensure programs. The on-campus Teaching, Learning, and Leadership and Sports Leadership emphasis areas completed their most recent program review in the spring of 2011, and the off-campus Teaching, Learning, and Leadership program was reviewed by the Higher Learning Commission on Distance Learning in the spring of 2010. Due to changes in licensure requirements for Special Education, these programs made revisions which were approved by the Minnesota Board of Teaching during the 2013-2014 academic year. Any program changes are submitted through the curriculum process, and also through Minnesota State system (formerly MnSCU) if changes in the degree are required.

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 a strategic development plan during the 2014-2015 academic year and again in AY2016. 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	* Meet SMSU	Master's degree	Master's degree

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

*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

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. 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 is focusing on three main areas in preparation of the Board of Teaching site visit in November of 2017 and the program reviews during AY2018. These areas include: undergraduate licensure programs, undergraduate nonlicensure programs (Ed Studies, PE non-teaching/Sports Management), and graduate programs (On Campus, Online, and Learning Communities). As we specifically focus on 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 is compiled for the pending Institutional Report to be published September 2017. 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.