

Education Department

Section I. Department Description

The Education Department celebrated another year of growth and changes in the 2013-2014 academic year. The faculty in the Education and Physical Education programs moved forward to enhance growth in our current programs and to develop new programs at both the undergraduate and graduate levels.

At the undergraduate level, the Education Department received approval from the Minnesota Board of Teaching and MnSCU to offer a new undergraduate degree to meet the new licensure requirements for Early Childhood Special Education (ECSE). This program had previously been offered only at the graduate level, but due to changes in Board of Teaching requirements, was moved to the undergraduate level. The ECSE degree for children with special needs from Birth to age 6 will be offered for the first time in the fall of 2014. We also received Board of Teaching approval for the revisions to the Developmentally Adapted Physical Education (DAPE) minor, which will also be offered in the new version beginning in the fall of 2014.

At the graduate level, the Education Department 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. Given the late approval date, it is unclear yet as to whether the first cohort for this program would be offered in Fall 2014 or Fall 2015. Plans are underway to allow candidates in these new programs to earn an Education Specialist degree, or Ed.S. This would be the first degree offered at SMSU beyond a masters degree, and remains to be moved through the MnSCU and HLC approval systems yet.

The Education Department had one faculty retirement in 2013-2014, Dr. Verna Cornish, and no faculty left for any other reasons. One faculty member, Dr. Dennis Lamb, was on a year-long sabbatical, and two others were on sabbatical during spring semester – Dr. Debbie VanOverbeke and Dr. Michelle Beach. Mary Risacher was hired as a fixed-term replacement for these sabbaticals, and also took on the role of Director of the 2 + 2 Early Childhood Education Distance Learning program. One staff member from the Placement & Licensure Office retired – Marcia Hubner. The Director of the Placement & Licensure Office, Nicole Lydick, also left SMSU to pursue an opportunity in education administration at an area public school. Two faculty members received promotions: Dr. Sonya Vierstraete moved from Assistant Professor to Associate Professor, and Dr. Francis Albitz moved from Associate Professor to Full Professor.

The *Education Programs* have developed the following mission and vision statements, along with the programs' core values.

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.

Faculty: The following were members of the faculty of the Education Department in 2013-2014:

Dr. Francis Albitz – taught in the Physical Education – Teaching program

Dr. Michelle Beach – taught in the undergraduate and on-campus graduate programs

Dr. Rhonda Bonnstetter – taught in the undergraduate and on-campus graduate programs

Dr. Wendy Claussen – taught in the undergraduate program

Dr. Verna Cornish – taught in the undergraduate and on-campus graduate programs

Dr. John Engstrom – taught in the off-campus graduate program

JoAnne Hinckley - taught in the undergraduate and on-campus graduate programs

Dr. Sharon Kabes - taught in both the on- and off-campus graduate programs, and also acted as Director for the Graduate programs in Education in spring semester

Dr. Dennis Lamb – on sabbatical this year

Dr. Tanya McCoss-Yerigan - taught in the off-campus graduate program

Dr. Lon Richardson - taught in the off-campus graduate program

Mary Risacher – taught and acted as Director for the 2 + 2 Early Childhood Distance Education program, and also taught in the undergraduate program

Dr. Paulette Stefanick - taught in the undergraduate and on-campus graduate programs

Marilyn Strate –taught in the Physical Education-nonteaching program

Dr. Debbie VanOverbeke - taught in the undergraduate and on-campus graduate programs, and also acted as Director for the Graduate programs in Education in fall semester

Dr. Sonya Vierstraete - taught in the undergraduate and on-campus graduate programs

The following coaches are also members of the Education Department, and teach courses in various programs:

Brad Bigler

Paul Blanchard

TJ Buchholz
Terry Culhane
Jamie Dunn
Allison Kruger
Jesse Nelson
Cory Sauter
Nate Wolf

Undergraduate Education Programs: The undergraduate education programs offer licensure to Teacher Education Program candidates in three areas. 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 MnSCU system.

Elementary Education provides licensure for students in grades Kindergarten – 6 with optional endorsements in the following areas: Pre-primary Education (adds ages 3-5), Communication Arts (adds gr. 5-8), Mathematics (adds gr. 5-8), Science (adds gr. 5-8), Social Sciences (adds gr. 5-8), and K-8 World Languages & Cultures – Spanish (currently suspended).

Secondary/K-12 Education provides licensure for students in nine content areas. They are licensed for varying grade levels as mandated by the Minnesota Board of Teaching. These licensure programs include: Art Education (K-12), Biology Education (gr. 9-12), Chemistry Education (gr. 9-12), Communication Arts Education (gr. 5-12) with emphases in either English Literature or Speech, Mathematics Education (gr. 5-12), Music with emphases in either Vocal or Instrumental music, Physical Education (gr. K-12), Social Sciences (gr. 5-12), and Teachers of English as a Second Language (TESL, gr. K-12). Due to budget constraints, the K-12 Spanish license is discontinued.

Four minors are also available to Education majors: 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 (added as an option as a minor during the 2013-2014 academic year).

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

Graduate Education Programs: The Graduate Education program offers masters degrees in both the traditional on-campus format and in the off-campus Learning Community format. Masters 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; Sports Leadership; Reading (offered for licensure K-12 and/or as masters degree); and Teachers of English as a Second Language (TESL), both for licensure K-12 and/or as a masters degree. A Masters in Special Education is also offered. This program also received Board of Teaching approval during the 2013-2014 academic year to be offered as an addition to the SPED-Academic Behavioral Strategist (ABS) licensure; all candidates for the masters degree must obtain the SPED-ABS licensure before moving forward to take coursework any of the following endorsement areas: Autism Spectrum Disorders (ASD), Emotional/Behavioral Disorders (EBD), Developmental Delays (DD), or Learning Disabilities (LD). Candidates in the previous Masters in SPED licensure areas must have completed all licensure requirements no later than December 31, 2014.

SMSU was also the recipient of a second grant through MnSCU 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. *Patricia Linehan* assisted in offering these courses along with *Cheryl Neudauer*.

An ongoing collaboration in the Graduate Education program with Doctoral students from Udonthani Rajabhat University in Thailand is in the fifth year of a five year cooperative agreement. This past fall a group of 9 doctoral students and 2 advisors attended the intensive three week class. The group visited schools in the area, along with selected businesses and non-profit organizations. The class was taught by *JoAnne Hinckley* and *Dr. Sharon Kabes*. Robert Larsen, previously of Counseling & Testing, 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.

Faculty and Staff in the Education Department:

During the 2013-2014 academic year, members of the Education Department included 16 full-time faculty, 9 coaches, and several adjunct faculty. The Education Department was supported by one full-time administrative assistant, Carol Bossuyt. In addition, the department utilizes the assistance of work study students and student mentees. The Graduate Education program was served by Elaine Zarzana as a graduate assistant for this year.

The Director of Education and Licensure, Nicole Lydick, supervised the positions of Customer Service Specialist Intermediate, Marcia Hubner (48%), and Customer Service Specialist Senior, Faye Johnson (70%).

Changes during the academic year include the following:

Two faculty members received promotions after the 2013-2014 academic year: Dr. Sonya Vierstraete and Dr. Francis Albitz. Mary Risacher was hired as a fixed term replacement for those taking sabbaticals.

Department Leadership:

- Dr. Rhonda Bonnstetter, Department Chair
- Dr. Debbie VanOverbeke, Director of Graduate Education for fall semester
- Dr. Sharon Kabes, Director of Graduate Education for spring semester
- Mary Risacher, Director of Early Childhood Education Distance Learning

Section II – Current Year’s Activities:

A. Teaching and Learning – 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 made arrangements for the students in her PE 156 Adventure Ropes course to use the Merit Center in Marshall, MN for the first time on May 5th, 2014. The students rappelled from the second floor at 30 feet, and the fifth floor at 50 feet, of the Merit Center Tower. This was a new step in the development of this course.

Dr. Michelle Beach rewrote her ED 312 Human Relations for Teachers and added several technology clips to the course during the summer and fall of 2013, in order to attract, excite, and engage online students who may have previously been exposed to “online learning” as a set of face to face materials posted in an LMS without being adapted to the online environment.

Dr. Rhonda Bonnstetter served as department chair, and also coordinated the maintenance of the Education program assessment system as the Livetext system administrator. She additionally served as the Teacher Performance Assessment coordinator for the undergraduate licensure programs, and led the induction into the Board of Teaching’s new Educator Preparation Program Application System (EPPAS) for program and unit accreditation. She served as SMSU’s licensure officer from June 2013 to mid-April 2014 during the transition to a new licensure officer.

Dr. Wendy Claussen made arrangements for two of her classes to do a live Skype interview with the authors of the textbooks used in her classes. Dave Burgess, author of *Teach Like a Pirate*, spoke with her Elementary Social Studies Methods class. Brian Mendler, author of *Taming of the Crew*, spoke with her Classroom Management class.

JoAnne Hinckley co-developed a three week intensive course in Educational Administration for Doctoral Students from Udon Thani Rajabhat University (Thailand) with Dr. Sharon Kabes during fall 2013.

Dr. Sharon Kabes co-developed a three week intensive course in Educational Administration for Doctoral Students from Udon Thani Rajabhat University (Thailand) with JoAnne Hinckley during fall 2013.

Dr. Tanya McCoss-Yerigan continued to develop and maintain learning community portfolios, binders that contain the course syllabi, weekend agenda, comprehensive overview of the weekend, all handouts, weekend evaluations and the correlating Instructional Improvement Logs.

Mary Risacher served as Director of the 2 + 2 Early Childhood Distance Learning Program for the 2013-2014 academic year. She assisted in the site visit for the current Otto Bremer Foundation grant application to expand this program.

Marilyn Strate provided opportunities for two classes of SMSU students to gain experience with teaching PE lessons to home-schooled children in and around Marshall. The students were in the fall class of PE 101- Intro to HPE, and the spring class of PE 381-Elementary School PE Methods. The students taught 24 lessons to home-schooled children ages 4-18 years.

Dr. Debbie VanOverbeke served as Director of the Graduate programs in Education during the fall semester of the 2013-2014 academic year.

Dr. Sonya Vierstraete completed the redesign of the Teachers of English as a Second Language (TESL) program, including adding a minor in TESL and assisting in the development of a portfolio in Livetext specific to this program. She also serves as SMSU's Faculty Athletic Representative.

B. Scholarly and Creative Activity – 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. Francis Albitz attended the NASPE Coaching Conference June, 2013 in Colorado Springs, CO to assist with further developing the new online Master of Science Degree in Physical Education: Coaching of Sport Program. SMSU plans to seek accreditation for the PECS program through a division of NASPE in the coming years.

Dr. Michelle Beach was an invited presenter to Park Christian School faculty on Reading and writing strategies for struggling readers, April, 2014, in Moorhead, MN. She also

presented to MSCTC faculty with Angela Bagne on Terrific tips for teaching online, June, 2014, in Moorhead, MN.

Dr. Rhonda Bonnsetter presented at the Minnesota Rural Education Association annual conference with Dr. Debbie VanOverbeke on 'App'lications for Mobile Computing in Brainerd, MN on Nov. 17-19, 2013. She also attended the edTPA national standard setting event at Stanford University in Palo Alto, CA in Aug. 2013 as one of four representatives from Minnesota. Dr. Bonnsetter also wrote or co-wrote several grants which benefitted SMSU faculty and students. The first was to the SMSU Student Technology Fund, which resulted in 15 iPad tablets in a mobile cart and a lab in IL 218 for assistance with the devices. The second was a grant that was co-written with Nicole Lydick, Director of Placement & Licensure, to MACTE for training for SMSU's university supervisors on the local evaluation scoring of the edTPA for our pre-student teaching experience. This event was held on June 18, 2014, with about 25 attendees. The final grant was co-written with Elaine Zarzana, graduate assistant, to the Otto Bremer Foundation, requesting funds to expand the 2 + 2 Distance Learning program to include more schools for articulation agreements and to add more licensure programs to the articulations. A decision on the funding for this grant won't come until the end of July 2014.

Dr. Wendy Claussen presented quite a few times during the academic year, including: 'CELEBRATE Learning: 9 Simple Techniques to Engage Students' to paraprofessionals at Pipestone Area Schools in June, 2013; 'Twitter 101: 6 Secrets to Get Started' at the Minnesota Rural Education Association Annual Conference in Brainerd, MN with Dr. Sonya Vierstraete in November, 2013; 'Shiver Me Timbers: Write Like a PIRATE' at the Young Author's Conference held by the SW/WC Service Cooperative in Marshall, MN in January, 2014; 'Cultivate Powerful Teaching: 7 Practical Tips to NURTURE Teachers to be Their Best' at the Minnesota Elementary and Secondary Principal's Association Institute in Bloomington, MN with Dr. Sonya Vierstraete; 'CELEBRATE Success: 9 Easy Tips to Pump Up Your People B4 They Deflate You', Keynote Speaker for the Center for Scholastic Inquiry Research Conference in San Francisco, CA in April, 2014. She co-led a session for SMSU's Professional Development Day with Dr. Sonya Vierstraete entitled 'An Orange a Day Makes Best Practices Stay' in January, 2014. She also co-authored a blog entitled 'A Tale of 2 Profs: Sharing our Stories about Teaching, Learning, Leading, & Living' with Dr. Sonya Vierstraete, which launched in February, 2014 at www.educonnections.org.

Dr. John Engstrom volunteered his time as part of the District Licensing Review Committee for his local school district. He was also actively involved in planning, organizing, and hosting the Graduate Education Research Conference held at SMSU in April 2014.

JoAnne Hinckley presented with Dr. Sharon Kabes and Dr. Dennis Lamb about the Thailand Exchange Program at the Global Pedagogy Symposium, St. Cloud State University, on February 28, 2014.

Dr. Sharon Kabes presented with Dr. Dennis Lamb and JoAnne Hinckley about the Thailand Exchange Program at the Global Pedagogy Symposium, St. Cloud State University, on February 28, 2014.

Dr. Dennis Lamb presented at the Focus on The Young Child Conference in Rochester, MN on April 12, 2014 with colleagues Mary Risacher and Dr. Sharon Kabes. As part of his sabbatical trip to Udon Thani Rajabhat University in Thailand, Dr. Lamb was able to design and collaborate with their Education Administrative team to develop a Professional Development Model that would help Udon Thani Rajabhat University (UDRU) implement professional development opportunities for area educators in northeastern Thailand. Dr. Lamb presented with Dr. Sharon Kabes and JoAnne Hinckley about the Thailand Exchange Program at the Global Pedagogy Symposium, St. Cloud State University on February 28, 2014.

Dr. Tanya McCoss-Yerigan keynoted and presented “Don’t Hurt the Money” at an international research conference in San Francisco, CA (April, 2014). She completed and published “No Ordinary Son: A Journey through Death & Living Again”. This book has sold out of print for the 2nd time. All proceeds have been donated to charity. She is also in the final stages of completing the first children’s book in a series called “The Toughest Day of My Life”. The first book is “The Toughest Day of My Life: My Parent’s Divorce.” Currently the book is being illustrated by a high school senior from Lakeview. This book will be available and in print this fall (2014).

Mary Risacher presented at the Focus on The Young Child Conference in Rochester, MN on April 12, 2014 with colleagues Dr. Dennis Lamb and Dr. Sharon Kabes. She is working on completion of her doctoral degree in Curriculum and Instruction through the University of South Dakota in Vermillion, SD.

Dr. Paulette Stefanick presented with Dr. Debbie VanOverbeke on ‘Technology use during field experiences: Preservice teachers' perceptions’ at the Society for Information Technology & Teacher Education International Conference in Jacksonville, FL in March, 2014; their paper was also published in the conference proceedings. She presented at the Minnesota Rural Education Association annual conference in Brainerd on *Kindergarten Literacy Centers: A Hands-on Approach to Teaching Reading* in November 2013. Dr. Stefanick also presented *Expanding the Teacher’s Toolkit: Inclusion of Notetaking Strategies* with Dr. Sonya Vierstraete at the International Reading Association conference in May 2014 at New Orleans, LA.

Marilyn Strate presented at volunteer training for the Let's Go Fishing with Seniors organization in April, 2014. She also led a panel discussion for the "R-Word" Campaign in April, 2014 for coaching Special Olympics.

Dr. Debbie VanOverbeke presented with Dr. Paulette Stefanick on 'Technology use during field experiences: Preservice teachers' perceptions' at the Society for Information Technology & Teacher Education International Conference in Jacksonville, FL in March, 2014; their paper was also published in the conference proceedings. She presented at the Minnesota Rural Education Association annual conference with Dr. Rhonda Bonnsetter on 'Applications for Mobile Computing in Brainerd, MN on Nov. 17-19, 2013.

Dr. Sonya Vierstraete co-authored a blog entitled 'A Tale of 2 Profs: Sharing our Stories about Teaching, Learning, Leading, & Living' with Dr. Wendy Claussen, which launched in February, 2014 at www.educonnections.org. Dr. Vierstraete also presented quite a few times during the academic year, including: 'Twitter 101: 6 Secrets to Get Started' at the Minnesota Rural Education Association Annual Conference in Brainerd, MN with Dr. Wendy Claussen in November, 2013; 'Cultivate Powerful Teaching: 7 Practical Tips to NURTURE Teachers to be Their Best' at the Minnesota Elementary and Secondary Principal's Association Institute in Bloomington, MN with Dr. Wendy Claussen. Dr. Vierstraete also presented *Expanding the Teacher's Toolkit: Inclusion of Notetaking Strategies* with Dr. Paulette Stefanick at the International Reading Association in May 2014 at New Orleans, LA. She co-led a session for SMSU's Professional Development Day with Dr. entitled 'An Orange a Day Makes Best Practices Stay' in January, 2014. She presented a session called 'The Winter Wonderland of Snow Folks' Young Author's Conference held by the SW/WC Service Cooperative in Marshall, MN in January, 2014. Finally, Dr. Vierstraete led a writer's workshop entitled 'Let's Rendezvous to Rendez Vous!' at the Young Artist/Young Writer conference at the College of St. Benedict in St. Joseph, MN on May 21-22, 2014.

C. Professional Development – Education Department 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 completed the Dartfish certification course in Summer, 2013, and became one of only a little more than 100 individuals who are Dartfish Technician Certified. The Dartfish software program is a required component of the online Master of Science Degree in Physical Education: Coaching of Sport Program.

Dr. Michelle Beach attended several conferences, including the Teacher Performance Assessment 4th Annual Minnesota Implementation Summit at St. Thomas University on Aug. 21, 2013; EPPAS Training by the State of Minnesota Department of Education (MDE) at St. Paul on Sept. 30, 2013; Minnesota Association of Colleges for Teacher Education (MACTE) meeting and conference in Brooklyn Park, MN on Nov. 8, 2013; Minnesota Rural Education Association (MREA) Conference in Brainerd, MN on Nov.

17-19, 2013; the Society for Information Technology and Teacher Education conference in Jacksonville, FL on Mar. 17-21, 2014; and many others. She also took 3 graduate courses towards a K-12 online teaching certificate.

Dr. Rhonda Bonnstetter attended several conferences, including the Teacher Performance Assessment 4th Annual Minnesota Implementation Summit at St. Thomas University on Aug. 21, 2013; EPPAS Training by the State of Minnesota Department of Education (MDE) at St. Paul in Oct. 30, 2013; Minnesota Association of Colleges for Teacher Education (MACTE) meeting and conference in Brooklyn Park, MN on Nov., 2013, Jan. and Apr. 2014; and the Minnesota Rural Education Association (MREA) Conference in Brainerd, MN on Nov. 17-19, 2013. She also attended several online webinars related to technology.

Dr. Wendy Claussen attended the What's New in Children's Literature workshop in Bloomington, MN in January, 2014 and the Minnesota Elementary and Secondary Principal's Association Institute in Bloomington, MN in February, 2014.

Dr. Verna Cornish attended several conferences, including the Teacher Performance Assessment 4th Annual Minnesota Implementation Summit at St. Thomas University on Aug. 21, 2013, and the Minnesota Rural Education Association (MREA) Conference in Brainerd, MN on Nov. 17-19, 2013.

Dr. John Engstrom participated in numerous professional development seminars, conferences, and courses, including *Common Core & Literacy Strategies: History/Social Studies* through ASCD; *Power of Formative Assessment in Action* Minnesota ASCD Annual Conference; *How We Learn* from University of Utah; and several offerings through the University of Minnesota and Whitewater Learning.

JoAnne Hinckley attended conferences, including the Teacher Performance Assessment 4th Annual Minnesota Implementation Summit at St. Thomas University on Aug. 21, 2013, and EPPAS Training by the State of Minnesota Department of Education (MDE) at St. Paul in Oct. 30, 2013. She also co-presented at the Global Symposium on the collaboration SMSU has with Udon Thani University in Thailand with Dr. Sharon Kabes and Dr. Dennis Lamb.

Dr. Dennis Lamb co-presented at the Global Symposium on the collaboration SMSU has with Udon Thani University in Thailand with Dr. Sharon Kabes and JoAnne Hinckley.

Dr. Sharon Kabes co-presented at the Global Symposium on the collaboration SMSU has with Udon Thani University in Thailand with JoAnne Hinckley and Dr. Dennis Lamb.

Mary Risacher attended the Teacher Performance Assessment 4th Annual Minnesota Implementation Summit at St. Thomas University on Aug. 21, 2013 and the EPPAS

Training held by the State of Minnesota Department of Education (MDE) at St. Paul in Oct. 30, 2013.

Dr. Paulette Stefanick attended an additional conference and workshop along with those that she presented at. These include the Florida Educational Technology Conference (FETC), January 28-31, Orlando, FL, and Rick Wormelli on January 3, 2014 at the Pipestone Area High School.

Marilyn Strate attended two webinars through national organizations- “Embracing Differences in Diverse Settings” and “Coaching Education”.

Dr. Debbie VanOverbeke participated in numerous professional development opportunities during the 2013-2014 academic year, including: the Minnesota Assessment Conference at Rosedale, MN on August 1, 2013; the Teacher Performance Assessment 4th Annual Minnesota Implementation Summit at St. Thomas University on August 21, 2013; the MN Academy of Reading Spring Meeting at St. Thomas University on January 13, 2014; Florida Education Technology Conference at Orlando, FL on January 28-31, 2014; Guided Math at Brandon, SD on April 2, 2014; the Southwest Minnesota Math Teachers Association (SWWMTA) Regional Meeting at SMSU on April 14, 2014; and the International Reading Association annual conference in New Orleans, LA on May 10-12, 2014. Dr. VanOverbeke used her spring semester sabbatical to take the needed coursework towards obtaining the K-12 Reading licensure. Upon completion of the five courses and the licensure tests for this program, Dr. VanOverbeke will be qualified to teach reading courses in the teacher education programs, which is an area of need for the Education Department.

Dr. Sonya Vierstraete participated in professional development and experienced specific learning opportunities at conferences such as Minnesota Rural Education Association, the International Reading Association, the FETC-Florida Educational Technology Conference, FARA Symposium--Faculty Athletics Representative, and the NCAA Convention.

D. Service to Students

All Education Department faculty members provide advising to the Education Program students; 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 meetings for potential learning communities and assist in calling and emailing potential graduate students for marketing their programs.

Scholarships

The Education Department 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

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. Faculty members serving as co-advisors for this student group for 2013-2014 were *Dr. Debbie VanOverbeke*, *Dr. Sonya Vierstraete*, and *Dr. Wendy Claussen*.

Dr. Francis Albitz worked with student mentee, Rachel Groff, and the Chair of the Action Research Committee for two graduate students. She assisted at nearly every Registration Day hosted by the Admission Office along with the Admitted Student Visit Day on Feb. 14th, 2014. She also assisted with many of the Mustang Visit Days throughout the academic year.

Dr. Michelle Beach worked to promote the 2 + 2 Distance Learning program through a variety of formats. She volunteered to do student visits to the SMSU campus for two weeks in fall semester, but no students came during that time period.

Dr. Rhonda Bonnstetter advised 5 graduate candidates with their action research papers. She conducted 13 student visits as requested by the Admission Office, and many more for transfer students who contacted the Education Department directly. She assisted at nearly every Registration Day hosted by the Admission Office, and coordinated the Admitted Student Visit Day activities for the Education Department held on Feb. 14th, 2014. She brought eight preservice mathematics education students to the Minnesota Council of Teachers of Mathematics spring conference in Duluth, MN in May 2014 through a grant.

Dr. Wendy Claussen conducted 7 student visits as requested by the Admission Office. She also served as the co-advisor for Education Minnesota Student Program.

Dr. Verna Cornish supervised the grant she had written for Early Childhood Special Education, providing new video cameras and assessment materials for SMSU teacher education candidates in this area. She conducted 22 student visits as requested by the Admission Office, and assisted with the evaluation of transcripts for many Special Education graduate students who contacted the Education Department directly. She also assisted with several Registration day and Mustang Visit Days throughout the academic year.

Dr. John Engstrom tries to visit the classroom of each of his graduate students once during their two-year program with SMSU. In the past two years he visited candidates in seven school districts in South Dakota and Iowa as part of this commitment to his students. He also supervised the graduate action research papers for 15 students in 2013-2014.

JoAnne Hinckley conducted 5 student visits as requested by the Admission Office, and assisted with the evaluation of transcripts for many Special Education graduate students who contacted the Education Department directly. She also assisted with several Registration days throughout the academic year. She acts as the graduate advisor to many students in Special Education, and also conducts the Graduate Portfolio Review required of each of these candidates on an individual basis as part of the licensure requirements.

Dr. Dennis Lamb was provided with multiple opportunities to interact and support the many students enrolled in UDRU's Masters and Doctoral programs. Specifically, he worked directly with one candidate's defense of her master's thesis; she wanted to write her

thesis in English and Dr. Lamb served as her primary editor. Her efforts were awarded by receiving the highest reviews from her Thesis Committee members.

Dr. Tanya McCoss-Yerigan started an LC Facebook page this year. It is picking up traction and is used to promote current and future LC's. She also supervised 53 graduate action research projects.

Mary Risacher conducted 5 student visits as requested by the Admission Office along with Registration Day activities during the academic year.

Dr. Paulette Stefanick conducted 3 student visits as requested by the Admission Office. She also served as the co-advisor for Education Minnesota Student Program during the fall semester. She served as the advisor for four graduate students on their action research projects. She assisted student teachers with questions on the Elementary Literacy edTPA during the support session offered in February 2014.

Dr. Debbie VanOverbeke conducted 3 student visits as requested by the Admission Office. She also served as the co-advisor for Education Minnesota Student Program during the fall semester. She supervised the Education Graduate Program's graduate assistant, Elaine Zarzana, during the fall semester.

Dr. Sonya Vierstraete conducted 11 student visits as requested by the Admission Office. She also served as the co-advisor for Education Minnesota Student Program. She assisted at Registration Days hosted by the Admission Office along with the Admitted Student Visit Day on Feb. 14th, 2014. She also assisted with many of the Mustang Visit Days throughout the academic year. Dr. Vierstraete acts as the graduate advisor to many students in the areas of Reading and Teaching English as a Second Language.

E. Service to University: The Education Department faculty members have been active in a number of ways in their service to SMSU.

Dr. Francis Albitz served on the Academic Technology Committee. She also served as the faculty advisor for all 25 graduate students in the initial cohort of the online Master of Science Degree in Physical Education: Coaching of Sport Program.

Dr. Michelle Beach served on the following SMSU Committees: Academic Technology Committee, Online Teaching Committee, Technology Accessibility Task Force, University Technology Advising Committee, Cultural Diversity Committee, and the Ethnic Studies Committee. She was also elected to the Minnesota Association of College Teacher Education (MACTE's) PERCA Committee tasked with state rule redesign. Dr. Beach also wrote a narrated PowerPoint for Masters of Physical Education: Coaching of Sport online faculty to use to train students about the Livetext portfolio in the M.S.

program. She also assisted Dr. Verna Cornish with the revisions to the Early Childhood Special Education Program.

Dr. Rhonda Bonnstetter hosted a retirement party for Dr. Verna Cornish at her home in May 2014. She served on the Committee for Institutional Assessment, the Technology Accessibility Task Force, and the Advising Task Force. She assisted with the search committees for the BEPS Dean, for the SPED position in 2013 and another SPED position in 2014, and on the search committee for a replacement for Marcia Hubner following her retirement from the Placement & Licensure office. She also served on the search committee for a position in the Registrar's office in summer 2013. Dr. Bonnstetter worked with the Special Education faculty Dr. Verna Cornish, JoAnne Hinckley, and Dr. Francis Albitz to redesign the programs in SPED and DAPE to meet new Board of Teaching requirements. She updated several articulation agreements for the 2 + 2 ECE program, and met many times with members of MnAECTE and ACCESS to discuss the needs of students and programs in Early Childhood. She worked with Dr. Gerry Toland to begin developing a program in Agriculture Education, and with Dr. Sharon Kabes to make needed adjustments to the application for the Education Administration proposal to BOSA.

Dr. Wendy Claussen served on SMSU assistant volleyball search committee and the Director of Placement and Licensure search committee during the summer of 2013.

Dr. Verna Cornish worked with the Special Education faculty member JoAnne Hinckley, Dr. Rhonda Bonnstetter, and Dr. Francis Albitz to redesign the programs in SPED and DAPE to meet new Board of Teaching requirements.

Dr. John Engstrom served on the Graduate Council during the 2013-2014 academic year. In June 2013 he also served on the search committee for a faculty member in Education which was filled by Dr. Sonya Vierstraete. He mentored new co-facilitators in the Learning Community format. He also supervised an Advanced Practicum for an out-of-state teacher seeking Minnesota licensure through SMSU.

JoAnne Hinckley worked with the Special Education faculty member Dr. Verna Cornish, Dr. Rhonda Bonnstetter, and Dr. Francis Albitz to redesign the programs in SPED and DAPE to meet new Board of Teaching requirements. She also assisted Dr. Sharon Kabes and Dr. Dennis Lamb with revisions to the Director of Special Education and Principal licensure applications to the Board of School Administrators, resulting in a successful approval of these programs in April, 2014.

Dr. Sharon Kabes assisted JoAnne Hinckley and Dr. Dennis Lamb with revisions to the Superintendent and Principal licensure applications to the Board of School Administrators, resulting in a successful approval of these programs in April, 2014. She also served as Director of the Graduate programs in Education during the spring semester

of 2014 during the sabbatical of Dr. Debbie VanOverbeke. She served on the Graduate Council and chaired the Graduate Curriculum Committee during the 2013-2014 academic year. Dr. Kabes is also a member of the Executive Committee.

Dr. Dennis Lamb served as the SMSU University Supervisor for two undergraduate students, Arianna Anderson and Mackenzie Kegley, when they went to Udon Thani to complete seven weeks of student teaching at Ban Markkhaen School. They both did a fabulous job representing SMSU and because of their ground-breaking experience and success, it is hoped that the two universities will continue to work together and others will seek the opportunity to visit Thailand in the future. Dr. Lamb also assisted JoAnne Hinckley and Dr. Sharon Kabes with revisions to the Superintendent, Principal, and Director of Special Education licensure applications to the Board of School Administrators, resulting in a successful approval of these programs in April, 2014.

Dr. Tanya McCoss-Yerigan served on the Faculty Improvement Grant committee and the Graduate Curriculum Committee. She offers a blog for former learning community students and other educators where she shares educational information and updates, and provides a forum for sharing. She has worked with Stacie Mulso and CoriAnn Dahlager to develop and maintain a special landing page for SMSU Learning Communities.

Dr. Paulette Stefanick served on the Faculty Improvement Grant committee. She is a member of the Minnesota Academy of Reading and attended their annual winter meeting on Jan 13, 2014 at the University of St. Thomas in St. Paul, MN to represent SMSU's Education Department.

Marilyn Strate served on SMSU's Athletic Advisory Committee and the Honors Review Board during the 2013-2014 academic year. Strate wrote the self-study document and compiled the documentation for the PE Program Review in spring 2014. The two majors in the PE Program Review were the PE/Recreation emphasis and the PE/Sports Management emphasis. The two minors in the PE Program Review were the Coaching Minor and the Adapted Physical Activities Minor. Assistance was given by the students in the two classes, PE 400 and PE 497, the Education Department secretary and student worker, and Dr. Rhonda Bonnstetter as the Department Chair. Two program reviewers from Wayne State visited campus and spent 1.5 days meeting with faculty, students, administrators, alumni, and community members about the PE Program.

Dr. Debbie VanOverbeke served on the HLC Criterion 5 team, the Institutional Review Board (co-chair), the Long Range Planning Committee (chair), SMSU Executive committee, the Graduate Faculty Committee, and the Graduate Curriculum Committee during the fall of the 2013-2014 academic year.

Dr. Sonya Vierstraete served on the Undergraduate Curriculum Committee and on the subcommittee to review the policies and procedures for the upcoming HLC visit. She was

active on the HLC Criterion 4 Committee for Academic Programs – Evaluation and Improvement, along with the Intercollegiate Athletic Advisory Committee, the Global Studies Committee, and the University Technology Advisory Committee. She is also an active supporter of SMSU athletics.

F. Service to the Community at Large: The Education Department faculty members have been active in a number of ways in their service to the communities in which they live and work.

Dr. Michelle Beach serves on the advisory boards for Hennepin Technical College and South East Technical College. She also volunteered as a teacher at three schools in the Moorhead, MN area during her spring semester sabbatical.

Dr. Rhonda Bonnstetter served on the Marshall Public Schools Technology Committee and on the Board of Directors of the Minnesota Rural Education Association as the Higher Education Representative. She coordinated meetings of the Southwest Minnesota Mathematics Teachers Association to bring professional development opportunities to teachers and pre-service teachers. She also worked on the scholarship committee of the Murray County 4-H to select scholarship recipients based on a review of applications.

Dr. Wendy Claussen was appointed as a School Board Member for Pipestone Area School District.

Dr. John Engstrom volunteered with the Mountain Lake high school trap shooting team.

Dr. Sharon Kabes is a member of the Marshall Community Orchestra, where she plays the clarinet.

Dr. Dennis Lamb was asked to present sessions on his experiences during his sabbatical in Thailand at the Brainerd Learning Community on April 6, 2014 and the Brainerd Kiwanis on April 28, 2014. He has been active with the Brainerd Kiwanis group for several years, serving as President-Elect of the club this past year, and will be serving as President during the 2014-2015 year.

Dr. Tanya McCoss-Yerigan volunteers with several community organizations and also hosts a weekly community book study.

Dr. Paulette Stefanick serves as an elected member of the City Council for Garvin, MN. She is a member of the Garvin Auxiliary and is active in the guild at St. Mary's Catholic Church in Tracy, MN.

Marilyn Strate received the Outstanding Coach of the Year-2013 at the Minnesota Special Olympics Distinguished Service Awards. She also served as the Head of delegation for the Marshall Area Special Olympics team, which co-hosted the Area 6 & 8 bocce competition with Marshall Community Services in July, 2013 and the Area 6 & 8

powerlifting, basketball, and swimming competition on March 2, 2014. In fall 2013 Strate applied for and received promotion to level 2 with Minnesota State High School League as an official for high school volleyball. She officiated Class A North Volleyball Sub-sections and two semi-final matches in Sub-Section 10 during play-offs. She attended the 2013-2014 Volleyball Officials Clinic, scored 95/100 on the Volleyball Officials Examination, and completed Concussions Training for High School Officials. Strate continues to be active with Let's Go Fishing with Seniors, Lake Shetek Chapter, and was elected Treasurer at their April, 2014 meeting. Strate is an active volunteer with the Boy Scouts of America and acts as a counselor for ten different merit badges for Sioux Council-Buffalo Ridge.

Dr. Debbie VanOverbeke serves as treasurer of the Southwest Minnesota Mathematics Teachers Association (SWMMTA).

Dr. Sonya Vierstraete helps with ESL testing at Marshall Public Schools and serves on the Marshall Public Schools District Curriculum Committee. She serves as the Continuing Education Chair for DNU ~ Diocese of New Ulm ~ Cluster IV (four area schools); the Education Advisory Committee Chair for the Holy Redeemer School in Marshall, including providing support for their recent accreditation process. She is also a volunteer in classrooms at area schools.

G. 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. We underwent our most recent review in December of 2010, and received full approval for all of our licensure programs.

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, B- ; SPCH 110 Essentials of Speaking and Listening, B- ; MATH 110 College Algebra, C; 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 Teacher Licensure Exam (MTLE) in Reading, Writing, and Math; these three tests must all be passed for conditional admission, or must have a minimum score of 201 for conditional admission.
- 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 brings the application to the Undergraduate Education Program meeting, 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 MTLEs. With passage of new licensure allowing a temporary license for those who have not yet passed all three of the Basic Skills tests, candidates can move forward with student teaching with notification that they can obtain the Temporary License for a maximum of two years while working towards passage of the remaining Basic Skills tests.

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. This year, the focus of our review was on the results of the MTLE tests, as these tests are new to our students (they were first implemented in September of 2010), and have included ‘growing pains’ during this initial implementation period. Students were faced with a lack of available study materials and a long delay in the ability to retest on any subtests that were not passed. SMSU was fortunate to be named as a testing site and our students have enjoyed the access and availability of the tests. In recent years more study materials have been made available for a cost on the MTLE website, and the retest window was reduced to 45 days. Improvements were made to the testing area as well, offering more seats and more space in the testing area.

We found that our students struggle most with passing the MTLE Basic Skills tests in Reading, Writing, and Math. This struggle has been noted statewide, and is exacerbated by the lack of study materials available to students. The only practice tests available are online for a fee by the testing company. To meet the needs of our students, education faculty began looking for possible study material that would meet the requirements of the test. Faculty members found potential study materials, available at low or no cost, and made hard copy books available to students at cost. A webpage with recommended websites to support students in taking the MTLE tests is available on the Education Department and Education Programs webpages. With these supports, we have seen the average scores for SMSU students on the Basic Skills Tests increase each year, although they are still not at the state average. The state average is somewhat skewed

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

Students do well for the most part on their 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. Many times 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.

A main area of focus in assessment for the 2013-2014 academic year was the revised edTPA (Teacher Performance Assessments). The edTPA is yet another revision of the requirements for candidates during their student teaching experience, where they write lesson plans for a unit, 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. During the 2012-2013 academic year, faculty scored the edTPAs for student teaching candidates, with assistance from the university supervisors for those candidates. Students do a 'trial run' of the edTPA during their prestudent teaching experience, and content from the edTPA is included in the methods courses for all programs. During the 2013-2014 academic year, all student teachers were required to submit their edTPA portfolios to a Pearson website, where the portfolios were scored by trained scorers hired by Pearson. Scores were then reported back to the student, SMSU Education, and to the Minnesota Board of Teaching. In November 2013, a national recommended score was released, but Minnesota has not taken action on this yet as a state. 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 in August 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. 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

Mock Interview evaluation

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 Teaching 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 Early Childhood Special Education, Developmental Disabilities, 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 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.

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 Teaching 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 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) system.

The Graduate Education Programs received MnSCU 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. The first cohort will complete the PECS program in the coming year, and interest has been high enough to warrant beginning a second cohort in the fall of 2014.

Section III: Five Year Plan

The Education Department/Programs updated a strategic development plan during the 2012-2013 academic year. This plan contains the following goals and methods for achieving these goals.

Goal Areas:

1. Develop 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 TPA.
 - d. Continue to develop policies and procedures for the Education Department;
 - e. Promote and enhance awareness of the Department 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 Education Department’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 Education Department also needed to update the Faculty Requirements for teaching in the various programs within the Education Department. The latest revision is listed here.

Southwest Minnesota State University Education Department

Marshall, Minnesota 56258

Standards for Faculty Qualifications – Revised October 9, 2012

As of Fall 2011, the Education Department 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,	* Meet SMSU requirements for Associate Member of Graduate Faculty as approved by the	If no terminal degree, can teach or supervise only in area(s) of specialty, according to	If no terminal degree, can teach or supervise only at levels of licensure.

can teach or supervise in area(s) of specialty.	Graduate Council, can teach or supervise only in area(s) of specialty.	the IFO/MnSCU Contract	
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 B-12 classroom teaching experience.	Minimum of 3 years contemporary	Minimum of 3 years contemporary B-12 classroom teaching experience.	Minimum of 3 years contemporary B-12 classroom teaching experience.
Engaged in scholarship	Engaged in scholarship	Engaged in scholarship	
Full Graduate Physical Education Program Faculty	Associate Graduate Physical Education Program Faculty	Undergraduate Physical Education Program Faculty	Clinical Physical Education Program Faculty
* Meet SMSU requirements for Full Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	* Meet SMSU requirements for Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	Master's degree minimum required in related area. If no master's degree, can teach only in area(s) of specialty, according to the IFO/MnSCU Contract.	Master's degree minimum required in related area.

* Lead Facilitators in Learning Communities must have Full Graduate Faculty Status as defined by the Education Department. It is understood that the degree of the person hired is the same as or related to the academic discipline where hired.

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: Depends 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 masters/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.