

# *School of Education*

Education Department  
Undergraduate & Graduate Programs  
AY2015-2016



## Section I. Department Description & Overview

The School of Education plays a vital role at Southwest Minnesota State University and in the region. Being a dynamic school within SMSU, the Education department has experienced changes in the 2015-2016 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 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 will be student teaching during the AY16-17.

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 of 2014. The first cohort for this program began Fall 2015 with the summer leadership institute in July of 2015. Plans are underway to allow candidates in these new programs to earn an Education Specialist degree, or Ed.S. This will be the first degree offered at SMSU beyond a master's degree, and remains to be moved through the MnSCU and HLC approval systems.

The School of Education hired one new faculty member for AY15-16, Ms. LeAnne Syring, who taught Special Education and Early Childhood Special Education undergraduate courses. Additionally, Ms. Kandy Noles-Stevens joined the faculty as a sabbatical replacement for Dr. Rhonda Bonnstetter; she served as an instructor in technology and middle and secondary methods as well as advisor to students.

The collaboration with the SouthWest/WestCentral Service Cooperative has continued efforts to offer a nonconventional licensure program for Special Education to serve teachers on a variance and paraprofessionals who would like to obtain licensure. Key faculty involved include: Dr. Rhonda Bonnstetter, Ms. LeAnne Syring, Ms. JoAnne Hinckley, Ms. Michelle Beach, and Dr. Sonya Vierstraete. Dr. Bonnstetter graciously assumed the lead of this taskforce while on sabbatical. Rhonda testified at the legislature to help secure funding for the SPED nonconventional.

The *Education Programs* have developed the following mission and vision statements, along with the programs' core values. A committee consisting of Dr. Mary Risacher, Ms. JoAnne Hinckley, and Dr. Sonya Vierstraete convened to review the Conceptual Framework.

**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. 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.

***Faculty and Staff in the School of Education:***

During the 2015-2016 academic year, members of the School of Education included 16 full-time faculty, 9 coaches, and several adjunct faculty.

**Department Leadership:**

- Dr. Sonya Vierstraete, Department Chair
- Dr. Sharon Kabes, Director of Graduate Education
- Dr. Mary Risacher, Director of Early Childhood Education Distance Learning
- Dr. Sonya Vierstraete, Interim Director of Assessment & Accreditation

***Faculty:*** The following were members of the faculty of the School of Education in 2015-2016:

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

Dr. Michelle Beach – taught in the 2 + 2 Early Childhood Distance program and Early Childhood Special Education

Dr. Rhonda Bonnstetter – on sabbatical during the AY1516.

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, and also acted as Director for the Graduate programs in Education

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 Claussen 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. Kandy Noles-Stevens - taught in undergraduate programs with a focus on secondary and K-12 programs as the sabbatical replacement for Dr. Rhonda Bonnstetter

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

Dr. Sonya Vierstraete - served as Department Chair, and taught in the undergraduate and on-campus graduate programs as well as the interim Director of Assessment & Accreditation.

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

The following coaches are also members of the School of Education, 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

Allison Kruger – Physical Education & Women’s Basketball Coach (resigned March 2016)

Jesse Nelson – Physical Education & Wrestling Coach

Cory Sauter – Physical Education & Football Coach

**Staff:** The following were staff members of the School of Education in 2015-2016:

Carol Bossuyt – Office & Administrative Specialist Senior (July – November 2015)

In addition to Carol’s position description duties, she also helps with prospective student visits as needed; she met with six students during the 2015-2016AY and supervised one student-worker.

Jennifer Swanson – Office & Administrative Specialist Senior (February – June 2016)

Tobiloba “Tobi” Adegbuyi – Graduate Assistant, supervised by Dr. Sharon Kabes, Director of Graduate Education (Graduated 12.2015)

Upashana Rathod – Graduate Assistant, supervised by Dr. Sharon Kabes, Director of Graduation Education (began in the winter of 2015-2016 under the training of Tobi)

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

Jill Dopp - Customer Service Specialist Intermediate (48%)

Faye Johnson - Field Experience Coordinator

Customer Service Specialist Senior (70%)

***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 – 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 (Spanish was suspended during the AY15 and the Spanish minor is being reinstated for AY16).

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 (grades K-12), 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), Early Childhood Special Education (grades birth-grade 3) Music with emphases in either Vocal or Instrumental music, Physical Education (grades K-12), Social Sciences (grades 5-12), Special Education (grades K-12), and Teachers of English as a Second Language (TESL, grades 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.

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 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 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. 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 Ms. JoAnne Hinckley and Dr. Dennis Lamb. 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**

**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* made 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. Michelle Beach* rewrote several of her online courses to adapt and to add accessibility features to meet the needs of students with disabilities. Dr. Beach attended a Quality Matters presentation and began the process of integrating QM rubric components to her courses in anticipation of future QM evaluation.

*Dr. Rhonda Bonnstetter* taught for 11 weeks at Worthington High School while on sabbatical as part of a long-term substitute teaching position for a maternity leave. She taught 2 sections of EL/SPED Algebra I and one section of Geometry in a 90-minute block

schedule. She also attended the math department's PLCs and mentored two new math teachers in the department.

*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 2014.

*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 program for Superintendents be launched in fall of 2016.

*Dr. Dennis Lamb* co-facilitated two learning communities:  
Park Rapids Learning Community – 17 Students  
Brainerd Learning Community – 28 Students

*Dr. Mary Risacher* served as Director of the 2 + 2 Early Childhood Distance Learning Program for the 2015-2016 academic year. She updated policies and procedures in the Early Childhood Distance (2+2) Handbook. Mary has aligned coursework to EdTPA and assisted with EdTPA for Student Teachers and PSTE Students

*Dr. Wendy Schoolmeester* implemented the first time *Education Undergraduate Action Research Conference* at the Schwan's Regional Event Center April 8, 2016. This was a change from previous Action Research presentations. Wendy Skyped with well – known Author and Speaker Dave Burgess, author of *Teach like a PIRATE*. She also coordinated and carried out Elementary Clinical in Lynd and Park Side.

*Dr. Paulette Stefanick* developed ED 447/547 Teaching of Literacy to an online format. She served as the committee chair for graduate level action research projects, and has served as a mentor for the new Education faculty member – LeAnne Syring.

*Ms. Kandy Stevens* successfully provided instruction and assessment for assigned courses in the Fall (4 sections of ED102, 1 section ED301) and Spring (3 sections of ED102, and ED407/413 which was changed to ED296). Accepted supervision assignment not originally included in my duties and added an Education Internship to my duties. Additionally had 4 edTPA revision candidates for student teachers. Also assisted with graduation portfolio reviews of 6 teacher educator graduating students. Additionally, Created a class blog for ED102 which provided answers to student generated questions.

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

*Ms. LeAnne Syring* successfully provided instruction in her assigned courses in both on-campus and on-line formats. She also actively connected with her assigned advisees as well as advising prospective students. Inquiries were answered in both the undergrad and graduate special education programs. Ms. Syring was a member of Individualized Interdisciplinary Major Committee for a student who chose Disability Advocacy in New Media as her major. Ms. Syring participated in the first meeting of the Teacher Education Advisory Council.

*Dr. Debbie VanOverbeke* taught a variety of courses at the UG and Grad levels. Additionally, Debbie served as the Committee Chair for six Graduate Level Action Research Projects that were completing in Spring 2016. She also chairs ten additional projects that will complete in Spring 2017.

*Dr. Sonya Vierstraete* served as the Chairperson for the School of Education. She teaches and advises She also served as SMSU's Faculty Athletic Representative. She also served on the SmSUFA Executive Committee and Strategic Planning Committee.

*Dr. Tanya Yerigan* taught the on campus graduate course "ED 624 Action Research Project Design" to 20 online graduate students in addition to her learning community load. As students requested, she developed and is offering a package of graduate courses for summer session 2016. This 10-credit package of courses 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. To date, with a dozen teachers taking the courses, this will bring over 120 graduate credits (AE) to the university. Dr. Yerigan is working on a similar fall offering and mentoring another faculty (Dr. Richardson) to do the same.

## **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* appeared on the inaugural Pioneer Public Television Compass broadcast titled "Teacher Shortage" aired January 31, 2016. She was an invited content book editor for Routledge, Taylor & Francis Group during the 2015-2016 academic year. Dr. Beach was also an editor and peer reviewer for *Journal of Research in Childhood Education*, a quarterly peer-reviewed Journal. Dr. Beach was selected as a member of the Editorial Board for Center of Scholastic Inquiry (CSI).

Dr. Beach, with Angela Bagne of MSCTC, were invited speakers for the Pennsylvania Higher Education Consortium during the virtual conference held February 17-19, 2016. The presentation was titled, "Implementing Effective Methods to Increase Online Accessibility for Students with Disabilities in Higher Education."

Dr. Beach and Angela Bagne won the Outstanding Poster Presentation Award at the Society for Information Technology and Teacher Education International Conference (SITE) held March 21-26, 2016 in Savannah, GA. The title of the poster was "Practical Solutions to Include Students with Disabilities in your Online Courses without Giving up your Weekends."

Dr. Beach also presented in Kona, Hawaii on a variety of topics including:

Beach, M., Stefanick, P. & VanOverbeke, D. **Setting up a University iPad Lab for Preservice Teachers to Develop Technology Skills for the Classroom.** Presented to the World Conference on E-Learning, Kona HI, Oct 19-22, 2015.

Beach, M., Bagne, A., Nei, K., Stefanick, P., VanOverbeke, D. **Integration of Accessibility Features to Increase Access to Online Courses in Higher Education.** Presented to the World Conference on E-Learning, Kona HI, Oct 19-22, 2015.

Dr. Beach also published her works. For example:

Beach, M., Stefanick, P. & VanOverbeke, D. (2015). Setting up a University iPad Lab for Preservice Teachers to Develop Technology Skills for the Classroom. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* (pp. 267-271). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Dr. Rhonda Bonnstetter-wrote and published a textbook for SMSU's ED 102 Technology: Classroom Applications and Portfolio Development course.

Bonnstetter, R. (2016). *Teaching with technology: A guide for pre-service educators.1<sup>st</sup>. Ed.* San Diego, CA: Cognella Academic Publishing.

Dr. Dennis Lamb was invited to be the keynote speaker at the Undergraduate Action Research Conference - SMSU

*Dr. Sharon Kabes* reviewed over 35 textbooks for the Administrative licensure courses and have selected those which she feels will provide the best information and training for the principal candidates.

*Dr. Mary Risacher* completed her doctoral studies in Curriculum and Instruction through the University of South Dakota in Vermillion, SD; her research topic is Self-Efficacy of Pre-Service Early Childhood Teachers in an Online Environment Versus a Traditional College Setting. She submitted her manuscript for-Publication JLOR April 2016

*Dr. Wendy Schoolmeester* presented the following:

- 2016 - *Oh, The People You'll Meet If Only You'll Tweet*, 60-minute session, National ASCD Conference, Atlanta, GA, April 2 with Dr. Sonya Vierstraete.
- 2016 - *Get a First Down in Branding with Social Media*, MELT Conference, Lac Qu Parle, MN January 18, 2016.
- 2015 - *Get a First Down in Branding with Social Media*, MREA Conference, Brainerd, MN, November 16, 2015.
- 2015 - *Using Bloom's Taxonomy Web 2.0 Tools in the College Classroom*, Presentation for Center for Scholastic Inquiry Research Conference, Charleston, SC. October 28 - 30 with Dr. Sonya Vierstraete.
- 2015 - *Batter Up: Social Media for Principals*, 2-hour session for up-coming principals at SMSU for the Admin program under Sharon Kabes leadership, October 10, 2015.
- 2015 - *7 Practical Tips to NURTURE Teachers to be their Best*, 90-Minute Session, NAESP Annual Conference, Long Beach, CA, June 30. Was supposed to present with Dr. Sonya Vierstraete, however, sadly her nephew passed away and she had to stay back for his 'Celebration of Life.'

*Dr. Paulette Stefanick* had numerous presentations and publications:

VanOverbeke, D., & Stefanick, P. (2016). Pinterest + Research = Preservice Teachers' Strategic Use of Instructional Strategies. In *Proceedings of Society For Information Technology & Teacher Education International Conference 2016*. Chesapeake,

VA: Association for the Advancement of Computing in Education (AACE).

This paper was presented at the *Society For Information Technology & Teacher Education International Conference (SITE)* in Savannah, Georgia, March 2016. It received high scores from the reviewers and was recommended for submission for publication in an additional AACE journal.

VanOverbeke, D., Stefanick, P., Beach, M., & Christensen, A. (2015). Preservice Teachers + Pinterest = Engaging Content Development. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* (pp. 158-161). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). This paper/poster presentation was presented at the *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* conference in Kona, Hawaii, October 2015.

Beach, M., Stefanick, P., & VanOverbeke, D. (2015). Setting up a University iPad Lab for Preservice Teachers to Develop Technology skills for the Classroom. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* (pp. 267-271). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). This paper was presented at the *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* conference in Kona, Hawaii, October 2015.

Ms. Kandy Stevens has been accepted into two doctoral programs - Walden University and University of South Dakota. Her book, *the redbird sings the song of hope*, was accepted for publication with Westbow Publishing House. She received and accepted numerous engagements to be a speaker in the region.

Ms. LeAnne Syring successfully completed her coursework for her PhD. studies from Northcentral University. She continued to do research work toward her dissertation study.

Dr. Debbie VanOverbeke had numerous presentations and publications:

VanOverbeke, D., & Stefanick, P. (2016). Pinterest + Research = Preservice Teachers' Strategic Use of Instructional Strategies. In *Proceedings of Society For Information Technology & Teacher Education International Conference 2016*. Chesapeake,

VA: Association for the Advancement of Computing in Education (AACE).

This paper was presented at the *Society For Information Technology & Teacher Education International Conference (SITE)* in Savannah, Georgia, March 2016. It received high scores from the reviewers and was recommended for submission for publication in an additional AACE journal.

VanOverbeke, D., Stefanick, P., Beach, M., & Christensen, A. (2015). Preservice

Teachers + Pinterest = Engaging Content Development. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* (pp. 158-161). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). This paper/poster presentation was presented at the *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* conference in Kona, Hawaii, October 2015.

Beach, M., Stefanick, P., & VanOverbeke, D. (2015). Setting up a University iPad Lab for Preservice Teachers to Develop Technology skills for the Classroom. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* (pp. 267-271). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

This paper was presented at the *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* conference in Kona, Hawaii, October 2015.

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](http://www.educonnections.org). She also presented at:

- 2016 - *Oh, The People You'll Meet If Only You'll Tweet*, 60-minute session, National ASCD Conference, Atlanta, GA, April 2 with Dr. Sonya Vierstraete.
- 2015 - *Using Bloom's Taxonomy Web 2.0 Tools in the College Classroom*, Presentation for Center for Scholastic Inquiry Research Conference, Charleston, SC. October 28 - 30 with Dr. Sonya Vierstraete.

Dr. Tanya Yerigan has conducted research and is writing papers on learning community program outcomes, Facebook marketing, and millennial information access.

- Dr. Yerigan's research organization has continued to publish three 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 continues to focus on her long-term research projects which include childhood trauma, toxic stress, teacher sexual misconduct, facilitated learning, and reflective practice.
- The year, Dr. Yerigan has accepted several invitations to present on various topics of relevance. A few presentations she has given include an international presentation (*Writing Right: Getting Published*) Charleston-SC and several local/state-wide presentations including:
  - LQPV School District  
*Education's Silent Opponent: Toxic Stress...Changing Everything*
  - Lakeview School District

*Educator Boundaries: A Professional Necessity & Student Safeguard!*

- MELT Conference  
*Don't Hurt the Money: Navigating Life with Trauma-Induced Brain Damage*
- MELT Conference  
*Education's Silent Opponent: Toxic Stress...Changing Everything*
- Chokio-Alberta District  
*Education's Silent Opponent: Toxic Stress...Changing Everything*

### **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* completed the Dartfish certification course in Summer, 2013, and became one of only a little more than 100 individuals who are Dartfish Technician Certified. Today the Dartfish software program 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 two international conferences, one regional conference, and one state conference, including the International Society for the Integration of Technology into Teacher Education conference in Las Vegas, NV as well as the International Literacy Association 60<sup>th</sup> Annual Conference in St. Louis, MO in July 2015. Dr. Beach attended the following conferences during the 2015-2016 academic year:

- International Literacy Association, St Louis, Missouri, July 16-22, 2015.
- edTPA State Summit, St. Cloud, Minnesota, September, 2015.
- World Conference on E-Learning, Kona, Hawaii, October 16-27, 2016
- National Council of Teachers of Mathematics Regional Conference (NCTM), Minneapolis, MN, November 10-14, 2015.
- Future of Education Technology International Conference, Orlando FL, January, 2016.
- Pennsylvania Higher Education Consortium virtual conference, February 17-19, 2016.
- Society for Information Technology and Teacher Education International Conference (SITE), Savannah, GA, March 21-26, 2016.

Dr. Beach attended several webinars, such as the series "You've Assessed; You have the Data; Now What? Early Childhood Webinar Series," December 8, 2016.



Dr. Beach is a member of the following professional organizations:

- National Council of Teachers of Mathematics (NCTM).
- International Literacy Association (ILA).
- Association for the Advancement of Computing in Education (AACE).
- TODOS: Mathematics for All International Organization.
- Arizona Teachers of English to Speakers of Other Languages [AZTESOL]
- TESOL International Association (invited membership)

*Dr. Rhonda Bonnstetter* attended the National Council of Teachers of Mathematics regional meeting in Minneapolis, MN in Nov. 2015, including a full day pre-session conference on Orchestrating Productive Discussions in Mathematics. She also attended an 8-hour Youth Mental Health First Aid training in Worthington. She became trained as a National EdTPA Academy Consultant, and earned her certification as a Microsoft Faculty Fellow in Technology Enriched Instruction.

*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.

*Dr. Dennis Lamb* attended the Graduate Learning Conference at SMSU.

*Dr. Mary Risacher* incorporated Universal Design for Learning UDL and Teach Like a Pirate TLAP strategies into her coursework.

*Dr. Wendy Schoolmeester* is an active participant in Twitter chats and has attended the following:

- \*Center for Scholastic Inquiry Research Conference, Charleston, SC. October 28 – 30, 2015
- \*Minnesota School Board Association 95<sup>th</sup> Annual Conference at the Minneapolis Convention Center January 14 – 15, 2016
- \*Minnesota Elementary School Principal Association Institute 2016 Bloomington, MN February 3 – 5, 2016
- \*Association of Supervision and Curriculum Development Annual Conference, Atlanta, GA April 2 – 4, 2016

*Dr. Paulette Stefanick* attended the following conferences: *27<sup>th</sup> Annual Society for Information Technology & Teacher Education (SITE) Conference*, Savannah, Georgia, March 21-25, 2016; *E-Learn 2015--World Conference on E-Learning*, Kona, Hawaii, October 19-22, 2015; *International Literacy Association (formerly IRA) 60<sup>th</sup> Annual Conference*, St. Louis, Missouri, July 17-20, 2015; and *6<sup>th</sup> Annual Minnesota edTPA Summit*, St. Cloud University, St. Cloud, MN, October 7, 2015.

Dr. Kandy Stevens took courses to complete the renewal of her Minnesota teaching license.

She successfully completed a national laboratory safety course to better equip my secondary science students for the demands of 5-12 science teaching. She co-presented with SMSU students at the MnSTA MNCOSE (Science Teachers Conference), and she was elected to represent the southwest region of Minnesota on the community board of Minnesota Air and Space Coalition.

Ms. LeAnne Syring added visibility to the ECSE program on the state website, correcting an oversight. Ms. Syring is working with the SWSC to coordinate the Autism licensure program with a cohort of candidates in place for summer 2017. She attended two conferences:

- Autism & Asperger's Syndrome Conference, Sioux Falls, SD
- Autism Society of Minnesota State Conference, Minneapolis, MN

Dr. Debbie VanOverbeke attended a variety of conferences:

1. International Conference Attendance
  - 27<sup>th</sup> Annual Society for Information Technology & Teacher Education (SITE) International Conference, Savannah, Georgia. March 21-25, 2016
  - E-Learn 2015 World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Kona, Hawaii, October 19-22, 2015
  - International Literacy Association 60<sup>th</sup> Annual Conference, St. Louis, Missouri, July 17-20, 2015
2. Regional Conference Attendance
  - Minnesota Reading Association Meeting: *Policy Issues in Literacy: Emerging Digital Literacies*, Hamline University, January 15, 2016
  - 2015 National Council of Teachers of Mathematics Regional Conference & Exposition, Minneapolis, Minnesota, November 11-13, 2015
  - 6<sup>th</sup> Annual Minnesota edTPA Summit, St. Cloud University, St. Cloud, MN, October 7, 2015
3. Local Conference Attendance
  - SMSU Assessment Day, SMSU Conference Center, Marshall, Minnesota, February 5, 2016

Dr. Sonya Vierstraete participated in professional development and experienced specific learning opportunities at conferences such as the CSI Conference in Charleston, South Carolina, the ASCD Conference in Atlanta, Georgia and the NCAA Convention in San Antonio, Texas.

Dr. Tanya Yerigan continues to study the publication process to improve quality opportunities for higher education faculty to publish. In addition, Dr. Yerigan has used what she has learned to continue the successful sharing of two of her publications with "editions" and "reprinting". *Research & Writing Right: Piecing Together & Sharing Meaningful Research* is entering its second edition and 2<sup>nd</sup> printing and another of her books, *No Ordinary Son: A*

*Journey through Death & Living Again*, is putting out a new edition and its 5<sup>th</sup> printing.

- In an effort to assist with learning community marketing, Dr. Yerigan has 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
  - Inbound Marketing
  - Millennial Information Acquisition and Decision Making Process

#### **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 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. Faculty members serving as advisors for this student group for 2015-2016 was Dr. Wendy Claussen Schoolmeester.

Dr. Michelle Beach conducted 3 prospective student visits as requested by the Admission Office. She assisted at 7 Registration Days hosted by the Admission Office. She also assisted with 3 of the Mustang Visit Days throughout the academic year. Dr. Beach served as Committee Chair for Research for 1 on-campus graduate student, and assisted with Grad portfolios and edTPA reviews. Dr. Beach conducted 4 individual Graduate Portfolio Reviews required of candidates to meet part of Minnesota licensure requirements. Dr. Beach assisted 5 student teachers with edTPA remediation and assisted 7 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 67 Early Childhood distance and ECSE majors.

*Dr. Rhonda Bonnstetter* assisted with the July 2015 student registration day. Found funding and took 2 SMSU Mathematics Education students to the Minnesota Council of Teachers of Mathematics spring conference in Duluth (April 2016).

*Dr. John Engstrom* aimed 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 for the students in his learning communities.

*Ms. JoAnne Hinckley* conducted 14 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 also assisted with 4 Registration days throughout the academic year. 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*-chaired many on campus graduate committees and provide feedback on research projects. Sharon attended the undergrad research presentations and clinicals as well. She is currently teaching independent studies for several graduate students.

*Dr. Dennis Lamb* invited a guest speaker, Mike Heikes, to the Park Rapids Learning Community.

*Dr. Mary Risacher* conducted 9 prospective student visits as requested by the Admission Office along with registration day activities. She served as an advisor to 70+ ECE online students.-campus scholarship program.

*Dr. Wendy Schoolmeester* conducted 11 prospective student visits as requested by the Office of Admission. She also served as the lead advisor for Education Minnesota Student Program (EMSP), an university supervisor for pre-student teachers, an undergrad advisor, mentor for student mentees, morning meetings during Classroom Management, facilitated the UG AR Conference, assisted with Graduation portfolios, edTPA review, and graduate line-up for commencement.

*Dr. Paulette Stefanick* conducted 12 prospective student visits as requested by the Admission Office. She assisted student teachers with questions on the Elementary Literacy

edTPA during the support session offered in the spring semester. 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. Kandy Stevens* organized a 2-day clinical experience at Canby High School for ED301. She wrote a Foundation Grant to attempt to improve education majors retention in College Algebra, and worked with four undergraduate students to present at MnSTA.

*Ms. Marilyn Strate* supervised approximately 30 internships for students in Recreation and Sports Management over the past 5 years.

*Ms. LeAnne Syring* served students by:

- Advising Days -99% contact rate
- 15 Prospective Student Visits
- 3 New Student Registration Days
- 3 Mustang Visit Days
- 1 Admitted Student Day

*Dr. Debbie VanOverbeke* conducted 8 prospective student visits as requested by the Admission Office. She assisted teacher candidates with implementation of the edTPA into math methods and assisting at edTPA support sessions. She assisted in Reading Licensure portfolio reviews as well as with the Graduate Program Open House in May. She also served as an advisor for numerous graduate students on their action research projects. Debbie advises approximately 90 undergraduate and graduate students. She assists with clinical supervision and advising days.

*Dr. Sonya Vierstraete* conducted 16 prospective student visits as requested by the Admission Office. She assisted at 4 Registration Days hosted by the Admission Office. She also assisted with 2 of the Mustang Visit Days throughout the academic year. She assisted student teachers with questions on the Elementary Literacy edTPA during the support session offered in the spring semester. Dr. Vierstraete acted as the graduate advisor to several students in the areas of Reading and Teaching English as a Second Language; she conducted licensure portfolio reviews for these programs. She is also an active supporter of SMSU Mustang athletics, attending SAAC - Student-Athletes Advisory Council meetings.

*Dr. Tanya Yerigan* has offered to chair an additional 12 research committees on top of the 30+ she was already chairing as a service to the online math and English cohorts/students.

- Dr. Yerigan has started a database of speakers (based on excellent graduate students' action research projects). She is actively sharing this list with area school districts as well

as getting the speakers started by mentoring/inviting them to co-present with her. Dr. Yerigan developed this model as a way to promote her former students' research as well as promote SMSU as an institution of educator choice.

- Dr. Yerigan is utilizing her publishing company, *Infinitely Yours Publications*, to assist a former student (local teacher) in publishing her children's book.
- For any of her students, Dr. Yerigan offered to conduct free inservices within their home districts. Dr. Yerigan was contacted and scheduled within several. She also used these inservices as opportunities to share about the learning community program.
- Dr. Yerigan volunteered to assist a former learning community student obtain his doctorate by assisting with his research as well as serve on his doctoral committee.

### **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 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 several committees, including the Committee for Institutional Analysis (CIA), the Diversity and Inclusion 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 was one of two faculty representatives on the MnSCU Faculty Credentialing Committee and was a member of Ad Hoc IFO Committee for Faculty with Disabilities.

Dr. Beach is 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* is active in the SMSU Ag Advisory Council as well as the Minnesota Council of Teachers of Mathematics Foundation Board. She volunteers for United Way - appearing in their fundraising campaign materials, and as a grant reviewer for the Community Impact Grants. She has served as a Program Review Panel member with the MN Board of Teaching and served as treasurer for MACTE. She has participated in the MTLE Item Validation and Standard Setting for the new basic skills exams for teacher licensure.

*Dr. John Engstrom* served on the Graduate Council and volunteered with the Mountain Lake high school trap shooting team.

*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 – Kiwanis Club of Brainerd

*Dr. Mary Risacher* presented with the department to the-BOT Presentation regarding the 2+2 ECE Nonconventional program. She served as the lead for the Two-Year Partnership Liaison Meetings and volunteers in the classroom.

*Dr. Wendy Schoolmeester* served on university on search committees, provided prospective students tours, attended National College Fair, Casino Night volunteer, attended recognition dinners and Homecoming Gala Ball and other activities. Wendy taught Gold College in March, and was a Tour of Tables participant in Pipestone. She was a Good Samaritan Village Advisory Board Member in Pipestone, and School Board Chairperson for Pipestone.

*Dr. Paulette Stefanick* served on the Professional Improvement Grant committee. She served on the SPED search committee. She is serving her second 4-year term as an elected member of the City Council for Garvin, MN. She is a member of the Garvin Auxiliary and is active in guild work at St. Mary's Catholic Church in Tracy, MN.

*Ms. Kandy Stevens* participated/participating on three search committees. She participated in a book study with other faculty members to address self-regulated learners and assessment. Kandy coached the Special Olympics. She served as Executive Director of Reed Stevens Memorial/Legacy Programs, and she served on the philanthropy board of Modern Woodmen and as leader of Youth Service Club.

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

*Ms. LeAnne Syring* has served the SMSU and regional community:

- Academic Affairs Committee Member
- ECSE Higher Ed Consortium Member



- Casino Night Volunteer
- Junior Achievement Program Volunteer-1<sup>st</sup> & 2<sup>nd</sup> Grade classroom-Samuel Lutheran School in Marshall, MN
- Active Member of Hazel Run Lutheran Church; organist, altar guild, music and worship committee

*Dr. Debbie VanOverbeke* served on the SmSUFA Executive Committee, Long Range Planning Committee (chair), and the University Strategic Planning Committee, Graduate Council, Institutional Review Board as well as the state-wide Salary Equity and State Graduate Committees. Debbie also helped with Math Master Regional Event Grade 5 and 6 Competition held in Marshall, Minnesota on April 14, 2016. She serves on the Lake Shaokaton Lakeshore Association Board of Directors and serves as the treasurer for the Southwest MN Math Teachers.

*Dr. Sonya Vierstraete* served on the SmSUFA Executive Committee as Vice-President, and the University Strategic Planning Committee. She also served the Intercollegiate Athletic Advisory Committee (chair). She served on the search committee for the Vice-President of Enrollment Management and Student Success position. Additionally, she served as the VP for the Junior Achievement board. She has helped with ESL testing at Marshall Public Schools. She served as the Continuing Education Chair for DNU ~ Diocese of New Ulm ~ Cluster IV (four area schools) and an active member on the Education Advisory Committee for the Holy Redeemer School in Marshall. She also volunteered in classrooms at area schools.

*Dr. Tanya Yerigan* used her research to develop and host a learning community marketing retreat. She will be hosting three subsequent retreats throughout the summer that will focus on learning community program design/offerings and marketing.

- This year, Dr. Yerigan served on the graduate curriculum committee.
- Dr. Yerigan assisted with marketing by attending special meetings and working closely with Cori Ann on marketing endeavors, publication, timelines, and incentives.
- By taking notes and submitting minutes, Dr. Yerigan served as the official recorder for all learning community meetings.
- Dr. Yerigan developed a joint learning community Facebook page. This Facebook page was developed as an outlet to give back to education (95%) and marketing (5%). To generate student-driven content for this page, Dr. Yerigan designed and distributed the *content generating template* (print and digital) for distribution by the other faculty to their students.

### **SECTION III: Assessment**

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

***Undergraduate Education Programs.*** The undergraduate programs in Education 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- ; 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 Teacher Licensure Exam (MTLE) in Reading, Writing, and Math; these three tests must all be passed for 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 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.

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

Livertext 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 MTLE tests. We found that again 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. 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.

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 2015-2016 academic year was the implementation of the edTPA (Teacher Performance Assessments). The edTPA takes place during the 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 2015-2016 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 pre-student teaching experience, and content from the edTPA is included in the methods courses for all programs. During the 2015-2016 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. 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.

Noteworthy, the MTLE for basic skills has been discontinued as of June 8, 2016. The NES – National Evaluation series – Essential Academic Skills has been adopted. The NES passing scores have been posted to Pearson's website:

[http://www.mtle.nesinc.com/PageView.aspx?f=HTML\\_FRAG/GENRB\\_AnnounceBasicSkills.html](http://www.mtle.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AnnounceBasicSkills.html)

NES EAS Subtest	Passing Score
Reading	205
Writing	214
Mathematics	213

***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 IV: Strategic Plan**

The School of Education updated a strategic development plan during the 2014-2015 academic year. 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 ed TPA.
  - 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.

<b>Full Graduate Education Program Faculty</b>	<b>Associate Graduate Education Program Faculty</b>	<b>Undergraduate Education Program Faculty</b>	<b>Clinical Education Program Faculty</b>
* 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 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	
<b>Full Graduate Physical Education Program Faculty</b>	<b>Associate Graduate Physical Education Program Faculty</b>	<b>Undergraduate Physical Education Program Faculty</b>	<b>Clinical Physical Education Program Faculty</b>
* Meet SMSU requirements for Full	* Meet SMSU requirements for	Master's degree minimum required	Master's degree minimum required

Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	in related area. If no master's degree, can teach only in area(s) of specialty, according to the IFO/MnSCU Contract.	in related area.
---	--	--	------------------

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

The full department voted in April 2016 to follow the Board of Teaching language to allow professors to have the minimum of one year teaching experience in a particular discipline to be allowed to teach methods in licensure programs.

**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 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.