

Southwest Minnesota State University
School of Education
Undergraduate & Graduate Programs
AY2021



Section I. Department Description & Overview

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

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

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

Vision: Inclusive communities of practice investigating learning and teaching.

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

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

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

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

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

Physical Education Program Goals:

A student with a Physical Education major:

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

Faculty and Staff in the School of Education.

During the 2021 academic year, members of the School of Education included 18 full-time faculty, 1 part-time faculty, 9 head coaches, five assistant coaches, and several adjunct faculty. Importantly, there are four key support staff – two administrative assistants, one field experience coordinators, and one director/licensing officer as well as one graduate assistant.

Faculty. The following were members of the faculty of the School of Education in AY2021:

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

*Primary membership in another department.

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

Brad Bigler – Physical Education & Men’s Basketball Coach
 Paul Blanchard – Physical Education & Men’s Baseball Coach
 Tyler Boddy – Physical Education & Women’s Assistant Volleyball Coach
 Terry Culhane – Education, Physical Education, & Women’s Volleyball Coach
 Bailey Bouman – Education, Physical Education, & Women’s Softball Coach
 Bryan Hiller – Physical Education & Men’s Assistant Football Coach
 Erin Kasmarik-Mallett – Physical Education & Women’s Soccer Coach
 Jesse Nelson – Physical Education & Men’s Wrestling Coach
 Riley Miessner – Physical Education & Assistant Track & Field Coach
 Cory Sauter – Physical Education & Men’s Football Coach
 Nick Smith – Physical Education & Men’s Assistant Basketball Coach
 Marty Wahle – Physical Education & Women’s Swim/Dive Coach
 Brittani Wiese – Physical Education & Women’s Assistant Basketball Coach
 Tom Webb – Physical Education & Women’s Basketball Coach

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

Ms. Jennifer Swanson – Office & Administrative Specialist Senior

In the Office of Placement & Licensure:

Ms. Lisa Mischke - Director of Professional Educator Services until November 2020 and then Ms. Chrisine Quisley - Interim, supervising these positions:

Ms. Stephanie Fladhammer - Customer Service Specialist Intermediate (84%)

Ms. Faye Johnson - Field Experience Coordinator, Customer Service Specialist Senior (100%)

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

Department Leadership:

- Dr. Sonya Vierstraete, Department Chairperson
- Dr. Rhonda Bonnstetter, Director of Assessment & Accreditation
- Ms. Lisa Mischke, Director of Placement & Licensure, until November 2020
- Dr. Tanya Yerigan, Director of Graduate Education
- Dr. LeAnne Syring, Special Education Coordinator
- Dr. Debbie Van Overbeke, Online Graduate Education Coordinator
- Dr. Frankie Albitz, PECS – Physical Education: Coaching of Sport Coordinator
- Dr. Dennis Lamb, Charter School Coordinator
- Dr. Bruce Locklear, Education Administration & Leadership Coordinator

- Drs. Michelle Beach and Rhonda Bonnstetter, Co-Directors of Articulations and Transfer Pathways
- Ms. Christine Quisley, Interim Director of Placement & Licensure; Southwest Teacher Preparation Partnership Lead Faculty

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

The licensure areas include:

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

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

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

K-12 Education provides licensure for teacher candidates in six content areas. They are licensed for K-12 grade levels as mandated by PELSB. These licensure programs include: **Art Education**, **Music with emphases in either Vocal or Instrumental music**, **Health, Physical Education (PE)**, **Special Education (SPED)**, and **Teaching English as a Second Language (TESL)**. We gained PELSB approval to offer **Para-to-TESL** major/licensure. Specific to **Special Education**, SMSU provides licensure for **Early Childhood Special Education** (Birth-age 6) and **Academic Behavioral Strategist (K-12)**. We also provide a nonconventional format with our **Para-to-Sped** program for teacher candidates currently working as paraprofessionals.

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

1. Subject matter
2. Student learning
3. Diverse learners
4. Instructional Strategies
5. Learning environment
6. Communication/Technology

7. Planning instruction
8. Assessment
9. Reflection/Professional Development
10. Collaboration/Ethics

In addition to the majors offered, there are four minors also available: Special Education, which is a non-licensure minor; Developmentally Adaptive Physical Education, which is a licensure minor open to Physical Education majors; 5-8 Communication Arts, 5-8 Math, 5-8 Science, 5-8 Social Studies, K-12 Reading licensure; and Teaching English as a Second Language as a non-licensure minor.

Teacher Education Programmatic Updates for AY2021

The School of Education offered Introduction to Education and Introduction to Child Growth & Development as part of College Now (concurrent enrollment). Dr. Kandy Noles Stevens served as the coordinator and education faculty member for College Now.

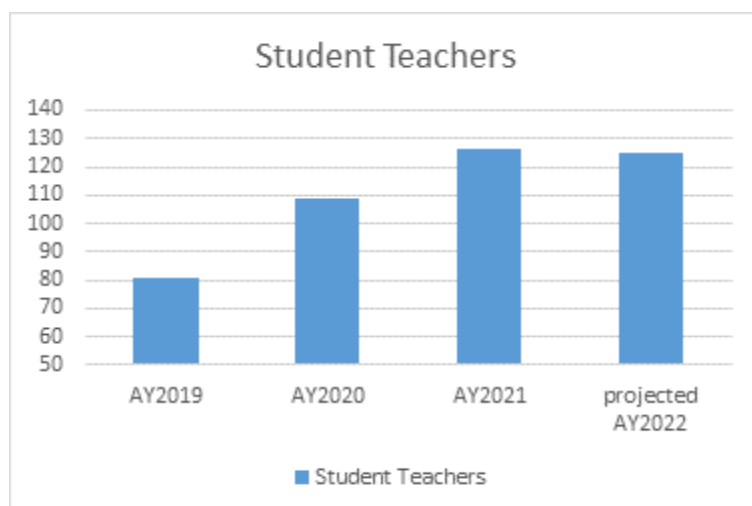
The Director of Professional Educator Services for the School of Education was hired in May of 2020. Ms. Mischke resigned from SMSU effective November 2020. Ms. Christine Quisley served as Interim Director with Lisa's departure in November until summer of 2021 with the new hire, Ms. Rebecca Panka, who began serving as the Director of Clinical Experiences in Education starting June 2021.

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

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

Declared Majors	AY2018	AY2019	AY2020	AY2021
AGED	39	49	36	34
ARED	20	16	20	21
BIED	18	11	5	3
CAED	23	23	23	18
CHED	9	6	5	3
COCC	12	9	12	19
CSED	4	Not reported	3	3
ECE	321	311	255	215
ECSE	54	58	50	49
EDST	52	37	31	26
EDUP	16	8	11	17
ELED	257	271	242	282
HEED	Not reported	3	34	60
MAED	28	17	12	10
MUED	22	22	33	34
PE	84	74	72	77
PETE	92	76	78	77
SPED	113	120	160	182
SSED	77	58	46	53
TESL	21	13	13	24
TOTAL	1262	1182	1141	1207

During AY2021, there were 126 student teachers with 91 student teachers placed in the fall and 35 student teachers placed in the spring, which includes 4 Para to SPED candidates who completed year-long student teaching. This total exceeded the 2 previous Academic Years with AY2020 having placed 109 student teachers and AY2019 having placed 81 student teachers. This number continues to follow a positive trend with 94 applications for student teaching for fall 2021 and 31 applications for student teaching in spring 2022 for an anticipated total of 125 student teachers being placed in AY2022. It should be noted that we will also receive applications for advanced student teaching throughout the year which will increase this projection.



	AY2019	AY2020	AY2021	Projected AY2022
Student Teachers	81	109	126	125

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

Physical Education.

A highlight of AY2021 was the implementation of the newly developed PE 106 Winter Ice and Snow Sports course. This course is designed to develop knowledge of and fundamental motor skills in activities such as Cross Country Skiing, Snow Shoeing, Hockey, and Curling. Such content as the history, rules, strategies, etiquette, and basic motor skills will be included. Coach Bryan Hiller taught the premier offering of the course, and provided accessibility to winter sports for all students. He partnered with Action Trackchair to create options for students who use wheelchairs.

Graduate Education Programs. The Graduate Education program offers master’s degrees in both the traditional on-campus format and in the off-campus Learning Community format. Master’s degrees in Education are offered with several different emphases areas: Teaching, Learning, and Leadership (TLL - offered on-campus and in Learning Communities); English (online format); Mathematics (online format); Sports Leadership;

Reading (offered for licensure K-12 and/or as a master's degree); Special Education (SPED offered for licensure K-12 and/or as a master's degree), and Teaching English as a Second Language (TESL), both for licensure K-12 and/or as a master's degree.

Specific to Special Education, SMSU offers certificates for ASD - Autism Spectrum Disorder, EBD - Emotional Behavioral Disabilities, and LD - Learning Disabilities.

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

Online -

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

Special Education -

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

Charter School Leadership -

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

EDAL -

Our EDAL program continues to grow and gain traction throughout the state. This year all but one of our students successfully completed the licensure program, giving us a 90% completion rate for those who have completed the licensure requirement.

Of the most recent cohort, we have 6 from our most recent group who have placed into new or continuing administrative roles for a 60% placement rate for those who desire an administrative position.

Licensure -

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

Drs. LeAnne Syring and Sonya Vierstraete in collaboration with Dr. Rhonda Bonnstetter and the TEP licensure faculty created three new courses for the Post-Baccalaureate Standards of Effective Practice Graduate Certificate, and courses were approved via the SMSU curriculum process in AY2020. The SoE TEP received approval from PELSB in June of 2021 to begin offering courses in the fall of 2021.

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

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

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

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

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

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

- 3.1 Educators call on multiple methods to meet their goals.
- 3.2 Educators facilitate learning in group settings.

- 3.3 Educators focus on student engagement.
- 3.4 Educators regularly assess student progress.
- 3.5 Educators emphasize principle/critical objectives.

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

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

Standard 5. Educators are members of learning communities.

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

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

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

School of Education. The School of Education created a policy handbook during the 2017-2018 academic year. The handbook continues to be updated annually with full department approvals. The policy handbook continues to evolve and be a dynamic resource for faculty and staff and housed on the internal "T" drive. This is a different document than the Teacher Education Program (TEP) Guidelines along with application process, the TEP Field Experience and Student Teaching handbook, and the 2+2/Extended Learning Education handbook.

Section II - Faculty Involvement & Activities Highlights

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

A. Teaching, Learning, and Additional Assignments Highlights

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

Dr. Michelle Beach worked to integrate new accessibility features into her online courses to meet the needs of students with disabilities and to meet federal guidelines for online courses and provide student options for learning styles. Dr. Beach adapted courses to add current materials, videos and links in order to be able to eliminate or reduce the need for students to buy textbooks. Dr. Beach created the syllabi and wrote graduate courses for Developmental Disabilities to add to existing graduate courses in DD for the new DD Certificate. Dr. Beach was appointed by the State of Minnesota to the technology team that created a full faculty instructional training set of courses designed for faculty who want to teach courses online. Dr. Beach served as the Director for Articulations and Transfer Pathways in collaboration with Dr. Rhonda Bonnstetter. Dr. Beach created a listserv and contacted two-year instructors from early childhood, elementary, and special education programs across the state to elicit articulation agreements for technical and community college A.A.S. degree programs. Beach updated the 2 + 2 cohort course schedule by creating a new course sequence, integrating new course numbers, and adding new courses. Dr. Beach created an introduction letter and a new manual, Dr. Beach spearheaded faculty evaluation of distance transfer courses and provided the documentation needed to submit for state approval during December 2020.

Dr. Bonnstetter

- taught ED 102 in an on-campus format in Fall 2020 during the COVID pandemic. To accomplish meeting COVID requirements, she divided the class into two groups, each meeting for one hour/week instead of the traditional 2 hours/week. This allowed candidates to have face-to-face class time weekly. Due to nearly all candidates either having COVID or quarantining due to a COVID exposure, she also taught the course online weekly for those who needed it. In spring semester she taught ED 413 Middle Level Math Methods, also in a face-to-face format.
- mentored Prof. Christine Quisley in the role of Director of Placement & Licensure, teaching her how to use the administrative side of Livetext and the policies/procedures used in this role.
- assumed the duties of Licensure Officer for the School of Education. As part of this role, she also took on the evaluation of all transcripts for candidates transferring in

to any licensure program to ensure that all DARs issues were resolved prior to the assignment of candidates to advisors.

- assumed the role of co-director of Transfer Pathways. In this role, Dr. Bonnstetter created the course alignments for each of the Transfer Pathways programs from various 2-year programs in the MinnState system so that candidate DARs would read correctly for their advisors.
- served as the Assessment/ Accreditation director for the School of Education. In this role she led the re-accreditation of all licensure programs at the undergraduate and graduate levels. Dr. Bonnstetter also completed all reporting requirements for Title II, PELSB's Data Summary Reporting, and BOSA.

Dr. Sarah Huseby has worked hard to meet the needs of all her students – especially as we faced the challenges associated with the pandemic this past year. As a result, she worked hard to implement a variety of teaching and learning strategies in the Hybrid learning environment. This included:

- Provided Hybrid course options for students to attend class online or on campus
- Hosted Live Zoom Discussions for weekly discussion
- Implemented Culturally Responsive Teaching Strategies
- Offered both traditional on campus office hours and virtual office hours
- Developed module that included a variety of virtual websites for language and literacy support in the classroom

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

Dr. Bruce Locklear is the lead EDAL facilitator. A few highlights from this year include:

- We were excited to transfer all materials and student access to a new learner platform for our program, D2L. It made for an ease of access and tracking for both the student and faculty member.
- We added a more robust approach to diversity, equity, and inclusion, across our curriculum. This approach used case studies as well as a modeled approach to introduction and application of key concepts.
- We were extremely proud of the work our students did for their final defense of their portfolio for licensure. The portfolios were articulate and demonstrated the exceptional quality of their experiential requirements of the class. Truly, putting theory into practice!
- Our ability to work together as a team to serve our students was beyond my wildest dreams. The program was in disarray and over the past two years, we have achieved BOSA accreditation, with excellence, thanks to so many department members who supported the process. We were able to retool the curriculum, to be more innovative, and support what the practicing administrator needs to know to thrive.

Dr. Kandy Noles Stevens continued working to develop dynamic courses that reflect the vision and mission of the SMSU School of Education. She worked to integrate high leveraged teaching practices to model culturally responsive teaching in her courses to better prepare aspiring educators to teach with an emphasis on equity and inclusion. She revamped her course design in the science methods courses to prepare future educators to be well equipped to teach science using the three-dimensional learning in advance of the implementation of the new Minnesota science standards. She incorporated more practice-based teacher education strategies in all of her courses to allow students to practice to develop their teaching skills prior to field placements. The Assistant Professor strove to create stronger networks among the educators teaching SMSU concurrent enrollment courses and collaborated with colleagues and educational leaders across the country to create a virtual speaker series for students enrolled in College Now Education courses.

Ms. Christine Quisley completed her first year at Southwest Minnesota State University. She has focused her first year teaching a variety of courses, establishing the Southwest Teacher Preparation Partnership Program and this spring she accepted the Interim Director of License and Placement position concluding at the end of May. While teaching the variety of course this year, most of which were in an online format, Christine developed connections with candidates through weekly night chat sessions. SMSU candidates that attended these weekly sessions remarked that it was easier to feel connected to the course and the content. Prof. Quisley also worked diligently at reaching out to candidates in the Worthington, MN area who would be interested in obtaining their elementary education degree through SMSU. The SWTPP Program Cohort one will begin in the fall of 2021.

Dr. Lori Reese taught 29 credits of classes, supervised two students, and presented Positive Behavior Support content in a colleague's course. Dr. Reese collaborated with the Special Education Coordinator in the development of department summary of Special Education growth resulting in the increase of the addition of a Special Education faculty member. Dr. Reese updated course structure to encourage student individualism through the use of a weekly reflection BLOG in place of standard discussion board posting requirements.

Dr. Mary Risacher focused on providing coursework that would enable students' flexibility in course access. Due to Covid and the need for to be able to pivot from one format to another, her course design and assignments incorporated flexible design instruction so students could have multiple formats to choose from at any point. This included in-person, live Zoom, and recorded Zoom course access. Dr. Risacher attended trainings to improve her course design skills that were offered by the Technology Information Center at SMSU as well as webinars.

Dr. LeAnne Syring taught 28.6 credits of classes, mentored 4 adjunct faculty members, Coordinated Special Education programming at the undergrad and graduate levels. Dr. Syring collaborated on the development and submission of a three-course Post-Baccalaureate Standards of Effective Practice package and reviewed and submitted SPED: ABS and ECSE programs for offerings at the graduate level. Dr. Syring

effectively submitted an 11-page data summary of Special Education growth resulting in the increase of the addition of a Special Education faculty member.

Dr. Debbie Van Overbeke taught various courses in the undergraduate and graduate program, of note are ED 424: Elementary Mathematics Methods & Lab and ED: 425: Elementary Science Methods and Lab.

- For ED 424, VanOverbeke implemented the culturally responsive high-leverage practices of leading a group discussion, eliciting and interpreting individual student's thinking, and modeling content after participating in the University of Michigan's TeachingWorks certificate program during the fall and spring semesters. The teacher candidates in this course learned and practiced modeling mathematics concepts, conducting a discussion, and eliciting and interpreting students' thinking and then conducted a small-group and large-group discussion in their mathematics lab experience, many of which were taught with Zoom due to schools meeting online due to COVID.
- For ED 425, VanOverbeke co-taught a unit on Batteries and Bulbs with Dr. Kandy Noles-Stevens. In this unit, the teacher candidates were taught how to extend what they learned regarding the high-leverage practices in ED 424 to the teaching of science. The teacher candidates were able to practice their eliciting and interpreting skills with 5th grade students via a Zoom teaching opportunity and with students in their lab experiences.

Dr. VanOverbeke served as the Online School of Education Graduate Coordinator. In this capacity, she conducted the business of the graduate program, promoted the graduate program, and wrote and submitted the RASL for the Education masters.

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

Dr. Tanya Yerigan effectively served the School of Education in various capacities:

- Dr. Yerigan served as the Graduate Education Director.
- Dr. Yerigan served as the Learning Community Coordinator.
- Dr. Yerigan aggressively promoted the need for graduate marketing resulting in two marketing groups working toward advancing the graduate programs at SMSU.

B. Scholarly and Creative Activity Highlights

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

Dr. Michelle Beach was an editor and publication peer reviewer for *Journal of Research in Childhood Education*, a quarterly peer-reviewed Journal. Dr. Beach continues to serve as a member of the Editorial Board for Center of Scholastic Research; reviewing journal paper submissions is the responsibility of Editorial Board members. Dr. Beach published several Advising newsletters and Distance Learners newsletters and distributed them to SMSU Early Childhood and Early Childhood Special Education majors and instructors from two-year colleges.

Dr. Rhonda Bonnstetter co-presented several sessions on teaching with technology to teachers in multiple districts in August as part of my consulting work with SWSC.

Dr. Sarah Huseby Over the course of the 20-21 school year, Sarah has spent considerable time researching a wide scope of language and literacy topics. This included:

- Researching, developing, and planning a Two Way Immersion School for the Southwest Minnesota area
- Developing a research study with her colleague Dr. Reese that focuses on dually identified English learners and students of Special Education
- Submitting her paper **Effective Characteristics of Rural English Learner Programs** for publication at La Asociación Nacional Universitaria de Profesores de Inglés (ANUPI).

Dr. Bruce Locklear

- Vision and Mission refresh for a local school district.
- Supported a presentation on the State of the School for the same district.
- Research on an innovative educational eco-system

Dr. Kandy Noles Stevens collaborated in the Minnesota State Educational Innovations grant process with other SMSU and MinnState colleagues and were awarded \$10,000 to purchase telepresence robots to investigate the use of robots for modeling student centered best practices in education. She was invited as a speaker for the SMSU Women in the Workforce panel on Women in Science and shared her expertise in both science and science education research. She additionally was an invited speaker at the University of South Dakota Education Speaker Series where she presented on children and grief and was a invited presenter to share about High-Leverage Teaching Practices at the Professional Development Day for the Wabasso School District. Finally, she authored and published her first children's book, *Red was Blue*, and received numerous requests for author reads in the region and the state.

Ms. Christine Quisley worked diligently at carrying out the duties of the license and placement officer since late November 2020 as well as overseeing the class schedule, recruitment, and orientation meetings for anyone interested in the Southwest Teacher Preparation Partnership Program.

Dr. Lori Reese met Criterion 2 through the following efforts:

- Scholarly Work: Editorial Assistant, International Journal of Whole Schooling
- Peer-Reviewed Publication: Teachers' perspectives of what works: Implementation of AT for students with disabilities. Dianne Chambers, Ph DORCID Icon, Phyllis Jones, PhD, Lori Reese, PhD & Catherine Wilcox, MA Accepted 15 Sep 2020, Published online: 04 Jan 2021
- Collaboration on article with colleague in Education Department on the topic of Teacher Education for Dually Identified Students in English Speaking Language and Special Education.

Dr. Mary Risacher presented in the fall to the Society for Information Technology & Teacher Education (SITE). *I Wish My Teacher Preparation Program Knew... What Changes Should Be Made to Teacher Preparation Programs to Improve the Experience for Pre-Service Teachers*. This will also be used in in her sabbatical research.

Dr. LeAnne Syring presented *Laughter, Learning, & Student Success*. Fall Professional Development Day, SMSU and *Mindfulness as a Strategy to Increase Production and Decrease Stress in COVID*, Co-presenter w/Dr. Michelle Beach, Center for Scholastic Inquiry International Conference. Dr. Syring chaired 14 graduate research papers and was a reviewer for the Undergraduate Education Action Research Conference. Dr. Syring was a proposal reviewer for the 2020 CEC/DEC Convention.

Dr. Debbie Van Overbeke completed the following scholarly/creative works:

- Wrote a TeachingWorks Unit on fractions to include culturally responsive teaching, a discussion, and modeling of math content to share with the TeachingWorks fellows and to implement in ED 424: Elementary Mathematics Methods and Lab in fall 2020.
- Co-wrote a Batteries and Bulbs unit with Dr. Kandy Noles-Stevens to share with the TeachingWorks participants and to co-teach in ED 425: Elementary Science Methods and Lab in spring 2021.

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

- She was a referred accepted speaker at the national ASCD annual conference co-presenting *NURTURE* with Dr. Wendy Schoolmeester in January 2021.
- Dr. V. continues to co-author a blog entitled 'A Tale of 2 Profs: Sharing our Stories about Teaching, Learning, Leading, & Living with Dr. Wendy Schoolmeester, which launched in February 2014 at www.educonnections.org.

Dr. Tanya Yerigan remained active with researching and presenting.

- In the Fall of 2020, Dr. Yerigan offered adult education (AE) classes to area educators seeking professional development beyond their master's degree. She offered 10 graduate credits in the area of mental wellness.
- In the Spring of 2021, Dr. Yerigan offered adult education (AE) classes to area educators seeking professional development beyond their master's degree. She offered 10 graduate credits in the area of mental wellness.
- Dr. Yerigan created a mentoring program for other faculty wanting to teach integrated and packaged AE courses. This mentoring program has been implemented with one full-time faculty and one adjunct faculty. This particular adjunct faculty will be utilized to promote more course drafting and delivery. Dr. Yerigan will continue to mentor (and give up load) this summer in an effort to continue building a sustainable program.
- Due to the pandemic, Dr. Yerigan adapted to the scholarly needs of higher education and offered a series of three mini conferences online including the following:
 - Center for Scholastic Inquiry International Academic Conference Mini Series: February 23, 2021. Twenty doctoral-level educators from across the nation presented their research.
 - Center for Scholastic Inquiry International Academic Conference Mini Series: March 23, 2021. Thirty-five doctoral-level educators from across the nation presented their research.
 - Center for Scholastic Inquiry International Academic Conference Mini Series: April 24, 2021. Forty-one doctoral-level educators from across the nation and internationally presented their research.

C. Professional Development Highlights

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

Dr. Michelle Beach attended a number of conferences and professional development opportunities during the 2020-2021 academic year, such as:

- NAEYC
- SMSU Professional Development Day, August, 2020.
- SMSU Professional Development Day, January, 2021.
- Center for Scholastic Inquiry Annual Conferences, March & April 23, 2021 (online due to Coronavirus).

Dr. Rhonda Bonnstetter attended the Minnesota Rural Education Association's annual conference in November 2020.

- I attended the AACTE Annual meeting virtually in February 2021 to learn more about the challenges and successes of teacher preparation programs from across the country.

- I attended a two-day cultural competency training at the Worthington Learning Center in March 2021.
- I attended the MCTM conference virtually in April 2021.

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

- Completed the coursework for her K-12 Reading License, which included: ED 502, ED 546, ED 547, ED 550, ED 551
 - On April 22, Sarah completed her Reading Portfolio Review
- Attended the follow-up of Cohort #2 Culturally Responsive Teaching Seminar
- Remained an active member of a variety of language and literacy organizations including International Literacy Association (ILA), Minnesota Reading Association (MRA), Teaching English to Speakers of Other Languages (TESOL), Asociación Nacional Universitaria de Profesores de Inglés (ANUPI)

Dr. Bruce Locklear

- We are looking at research on the impact of COVID on student learning and emotional health in the K-12 arena.
- We are looking at a continued renewal of our curriculum and moving completely to a standards based instructional model.

Dr. Kandy Noles Stevens spent the entire year studying in a post-doctoral graduate certificate program through the University of Michigan's TeachingWorks program. She worked collaboratively with several colleagues to incorporate practice-based teacher education elements which are culturally responsive and which advance justice and education in their courses and throughout the SMSU School of Education. She continued her participation in the Cultural Competency trainings in collaboration with Minnesota West and the Worthington School District. She attended regional science conferences as well as maintained memberships in professional organizations. Through these organizations, she received a request to consider joining the board for the state science teaching association.

Ms. Christine Quisley During the 2020-2021 school year, Christine has worked diligently at carrying out the duties of the license and placement officer since late November 2020. As a result, she:

- Assisted in the finding of placements for students in the Advanced Practicum and Graduate level candidates.
- Found/ Assigned University Supervisors for all field placements requiring supervision.
- Conducted educational seminars for student teaching and pre-student teaching candidates.

As the Southwest Teacher Preparation Partnership Director of Clinical Experiences Christine:

- Collaborated in the development of the 4-year SWTPP schedule and recruitment of candidates.
- Designed and co-facilitated orientation meetings for anyone interested in the SWTPP Program.
- Maintained the field placements documents in LiveText for the candidates in SWTPP program.

As an assistant professor of education Christine also taught and facilitated a fall and spring class load.

Dr. Lori Reese attended EdTPA three week webinar training and other Teacher Education Division (TED) sessions to stay abreast of current topics in Special Education. Dr. Reese received acceptance to present her dissertation research paper for the International Special Education Conference (ISEC) hosted in the United Kingdom to be held virtually due to the World-Wide COVID 19 Pandemic.

Dr. Mary Risacher attended a series of trainings during the spring semester to update her on this assessment.

Cultural Responsiveness was also among her training as she attended the Worthington Cohort training provide by Bea Lewis. This training will be utilized in her coursework allowing her to make deeper connections to her students.

Dr. Risacher applied for and was granted sabbatical leave. She began her preliminary research by conducting course surveys. This data will supply her with information that will be utilized to review the course evaluations and potential suggestions for alternative formats. The ultimate goal is to make improvements to the program in order to better serve students.

Dr. LeAnne Syring attended several webinars and conferences to stay abreast of current topics and issues. Dr. Syring attended Cohort #3 of the Cultural Competency Training at Worthington. Dr. Syring completed the leadership track for the National Society for Leadership & Success.

Dr. Debbie VanOverbeke participated in the TeachingWorks 16-credit Certificate in Practice-Based Teacher Education during 2020/2021. Classes were held via Zoom with reading, math, and science professors throughout Minnesota. Units were submitted and classroom instruction with teacher candidates were video-taped to share with Professor Amber Willis and TeachingWorks peers. Dr. Noles-Stevens and Dr. Vierstraete also are participated in this certificate program with the goal of implementing the high-leverage practices in the SMSU education program.

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

- *Minnesota Council of Teaching of Mathematics Conference* online, April 16-17
- *Trauma, Language, and Child Development: Teaching Reading Well, IS Trauma Informed Care* through CORE online, November 11, 2020
- *What Does Good Instruction Look Like for Students with Dyslexia: A Systems and Classroom View* through CORE online, October 8, 2020

- *Beyond the Phonics Fights through CORE online October 15, 2020*
- *Teaching Spelling Using a Structured Literacy Approach through CORE online, September 23, 2020*
- *What is Hyflex and when should we use it? Online webinar, September 2020*

Dr. Sonya Vierstraete was selected to participate in an 18-month post-doctoral fellowship focusing on PBTE – Practice-Based Teacher Education thru TeachingWorks/University of Michigan along with colleagues Drs. Debbie VanOverbeke and Kandy Noles Stevens. Dr. V. participated in Minnesota Association of Colleges for Teacher Education conferences in the fall, winter, and spring (virtual conferences). This spring, Dr. Vierstraete attended both the SMSU Graduate and Undergraduate Research Conferences. She focused on culturally responsive teaching as part of the Southwest Teacher Preparation Partnership cultural competency professional development programming with Southwest Minnesota State University, Minnesota West Community, and Technical College, and the Worthington 518 School District as well as a year-long partnership with the NCTR – National Center for Teacher Residency in preparation for the residency clinical experience with SWTPP. Additionally, she earned her MN Superintendent licensure.

Dr. Tanya Yerigan continued to grow as a leader, teacher, and student this year.

- Dr. Yerigan continues self-care and trauma research for educators and is actively responding to the needs school districts, staff, students, and parents.
- Dr. Yerigan attended the training “*The Neuropsychology of Stress & Trauma: How to Develop a Trauma-Informed School*”.
- Dr. Yerigan attended the training “*Think Better – Live Better 2020*”.

D. Service to Students Highlights

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

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

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

District Partner Scholarship: \$250 per semester, renewable up to \$1000

This scholarship is awarded to a graduate studies student if three or more students, from the same school district, join a learning community.

Kelsey Eberle: (JR academic standing)

Any full-time junior Education major demonstrating strong academic and leadership

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

Art Education or Physical Education major

Anna Marie Fagerlie: (SO/JR/SR academic standing)

Returning Full-Time Elementary Education major.

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

Any Education major

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

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

Any Education major

Golden Rule Scholarships: (SR academic standing)

Female Elementary Education major demonstrating financial need

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

Recipient must have a minimum GPA of 3.0, be enrolled in Masters in Education.

Keigh Hubel Rural Education Scholarships: (JR or SR academic standing; admitted to TEP)

Any junior or senior education student with consideration of rural schools

Ann C. Peters Scholarship: (JR academic standing)

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

Robert Schwerin Memorial Scholarship: (SR academic standing)

Any senior from the Midwest with a 3.0 GPA or higher

Clint's Kindness & Service Scholarship:

Recipient is a graduate student within a learning community program.

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

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

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

Dr. Michelle Beach assisted at several Admitted Students/Registration Days hosted by the Admission Office and offered through Zoom. She serves as advisor to approximately 111 distance learners in the Early Childhood Distance and Early Childhood Special Education programs. Dr. Beach gave multiple Zoom presentations to colleges, to two year college administration, and to students across the state to advertise our Early Childhood Distance 2 + 2 program. She responded to numerous inquiries about the 2 + 2 program and the ECSE program via phone and e-mail throughout the academic year, and sent material advertising several SMSU programs and majors throughout the state. Additionally, Dr. Beach was a faculty evaluator for the (online) undergraduate action research conference in the spring of 2021. Dr. Beach assessed and completed Graduation Portfolio Reviews for fall and spring student teachers. Beach sent “News and Views,” her advising newsletter, to advisees most Fridays throughout the academic year.

Dr. Rhonda Bonnstetter participates in Admitted Students Days, Meet Your Advisor Day, and Registration Days.

- She participated in Admitted Students Days, Meet Your Advisor Day, Registration Days, etc. She met with several students for SMSU visits.
- She met frequently with various classes to assist with field experience and licensure questions (Dr. Bruce Locklear’s Ed Admin classes), questions on field experience and edTPA requirements (Dr. Wendy Schoolmeester), student teaching applications, student teaching orientation meetings, student teaching seminars, etc. Each of the meetings also included the use of Zoom to include candidates in distance learning as well as on-campus students.

Dr. Sarah Huseby continued to support student growth in a variety of ways during the 20-21 school year, which included:

- Supervised two TESL student teachers in fall 2020
- Supervised three TESL Practicum students at the Graduate level and three Education Studies Practicum students
- Served as the Chair for five Graduate Student Research Projects
- Completed TESL Portfolio Reviews, Education Studies Portfolio Reviews, and Graduation Portfolio Reviews
- Served as the Undergraduate Education Research Conference Keynote Speaker

Dr. Bruce Locklear focuses on student growth as the EDAL coordinator.

Our student growth is measured through two mechanisms. First, is our internal evaluations and surveys. We track student growth and progress through their comments and feedback. Second, if they can obtain the Minnesota Principals, Superintendents, or SPED Directors license.

Dr. Kandy Noles Stevens continued to model her personal teaching philosophy with a central focus on the challenge to care in education based on the works of the researcher Nel Noddings. She created opportunities for students to grow as aspiring educators and as future professionals, including participation in a contest with a regional organization to have their lessons published. She received numerous messages from students that highlighted her influence on their learning, growth in understanding, and personal impact on their lives. She provided opportunities for her students to become nationally certified in science safety and regionally certified in teaching outdoors. She continued to develop the STEM Education Resource Center on campus as well as created a Women in STEM virtual teaching lesson for each day of Women's History month. She served as a faculty reviewer for *Discovery: The SMSU Journal of Undergraduate Research* as well as serving as a supervisor for Pre-Student Teaching Experiences and other clinical experiences.

Ms. Christine Quisley continued to support student growth in a variety of ways during the 20-21 school year, which included:

- Supervising one student teacher in the spring of 2021
- Supervising three PSTE candidates in the spring of 2021
- Completed Graduation Portfolio Reviews for fall 2020 and spring 2021

Dr. Lori Reese received positive feedback as well as constructive criticism via student feedback from surveys provided at the close of each course.

Dr. Mary Risacher focuses on advising as she works with her 80 plus advisees throughout the year. Her aim is to ensure that each student is aware of the needed requirements for courses and as they navigate their way through the Teacher Education Program. New this year was an advising check-in that she facilitated at the start of the year. Although fall is a hectic time of year, she set aside time for her advisees to have a meet and greet session to chat about the upcoming year and address any initial concerns they might be having as the academic year began.

Dr. LeAnne Syring compiled 6-years of data showing growth in the undergrad and graduate special education programs. The compilation resulted in approval to add another special education faculty member. Dr. Syring advised 126 students, including 50 graduate students. Dr. Syring developed a video to recruit students which has been shared with educational co-ops throughout Minnesota.

Dr. Debbie VanOverbeke advised 95 students (24 undergraduate and 71 graduate) in 2020/2021, reviewed undergraduate Action Research projects, participated in LiveText portfolio reviews of undergraduate and graduate students completing their programs, and

chaired Action Research Projects for 25 graduate students at various stages in the research process (13 final projects and 12 in planning stages).

Dr. Sonya Vierstraete conducted prospective student visits throughout the year, and she assisted at Admitted Students/Registration Days hosted by the Admission Office both on campus and then online this spring as well as assisting with Mustang Days on campus. She advises approximately 100 students, advising in ELED, Literacy/Reading, and TESL programs. Dr. Vierstraete acted as the graduate action research advisor to several students in the areas of Reading/Literacy and Teaching English as a Second Language. Dr. V. served as a mentor to a teacher candidate; the focus of their collaboration was offering the English Learner Lab, which offered support to English learners with literacy-focused lessons and sessions. Dr. Vierstraete is also an active supporter of SMSU Mustang athletics, attending SAAC - Student-Athletes Advisory Council meetings and helping with degree completion and post-graduate scholarship opportunities thru the NCAA.

Dr. Tanya Yerigan contributed to student growth this academic year.

- Dr. Yerigan proposed, researched, and drafted the procedure/policy for the offering of an AE micro-credential. These will be promoted to educators seeking additional credentials.
- Dr. Yerigan and Dr. Lamb have adapted the documenting of the graduate learning community research into an article format that is usable and applicable for practicing educators. These will be disseminated in the form of an academic journal called the Educator Development Network.
- Dr. Yerigan gave up four weekends to offer Mental Health First Aid (MHFA) certification training to educators across the state. In total, she certified 55 educators within MHFA.
 - October 11, 2020 (10 educators)
 - November 15, 2020 (10 educators)
 - February 27, 2021 (18 educators)
 - April 3, 2021 (17 educators)

E. Service to University & Community Highlights

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

Dr. Michelle Beach provided ongoing faculty support at the state and university levels to help faculty adapt curriculum to online delivery. Dr. Beach assisted faculty, answered questions, and provided suggestions and solutions. Dr. Beach served on two state committees: The Accessibility Committee and the Technology Committee. Dr. Beach was one of two faculty representatives appointed to the MnSCU Online Technology Workgroup, and a member of the state Campus Academic Technology Team (CATT). Additionally, she was a member of the Southeast Technical College Advisory Board, the Hennepin Technical College Advisory Board, the MSCTC Advisory Board and Child

Aware - T.E.A.C.H., which is the state advisory board that provides scholarships and tuition to Early Childhood students in Minnesota. At the local level, Dr. Beach served on several SMSU committees including Academic Technology Committee, the Ethnic Committee, the Multicultural Issues Committee, the Diversity and Inclusion Committee and the Teacher Education Advisory Council (TEAC). Dr. Beach participated in several education department and special education sub-committees. In the community, she volunteers for the American Heart Association, Shriner's Hospital for Children, Reinertsen Elementary School, Horizon Middle School, and Park Christian School.

Dr. Rhonda Bonnstetter served in various ways.

- At SMSU, I served on the Undergraduate Curriculum Committee, the Honors Review Committee, and the SMSU Ag Advisory Committee. At the department level I assisted on a variety of committees.
- At the state level, I served as president of the Minnesota Association for Colleges of Teacher Preparation, leading three statewide conferences, testifying several times at House and Senate committee hearings on issues related to teacher education, and working closely with PELSB, particularly during the COVID-19 school shut-downs that greatly impacted our student teaching candidates across the state.

Dr. Sarah Huseby Sarah also continued to serve the University and local communities in a variety of ways. This included:

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

Dr. Bruce Locklear has been involved in university and community service in the following ways:

- Curriculum Committee
- Grad Council
- Program Coordinator
- BOSA Advisory Committee
- BOSA work groups on Form B revision
- Vice Chair of Tree House Board of Directors
- Consultancy for small school districts on strategic planning

Dr. Kandy Noles Stevens expanded her leadership on campus by serving as a member of the SMSUFA Executive Board, representing Contingent Appointments. This led to an appointment on the state IFO board for Spring Semester. She enhanced her leadership in the department by serving as the search committee chair for the Secondary Education faculty position. She additionally served on the SMSU Equity and Inclusion workgroup focusing on Enhanced Access. She served on the IDST 110 Workgroup. To help strengthen the partnerships with field placement schools, she created the first SMSU School of Education – Professional Development Series – which highlighted what students were learning in methods courses to help classroom mentor teachers feel connected to what was being taught on campus and what to hope to see practiced in their classrooms. She participated in registration days and prospective student visits. She continued her volunteerism in the community and region through a variety of organizations.

Ms. Christine Quisley served the University and local communities in a variety of ways that included:

- Interim Director of Licensure and Placement November 2020-May 2021
- Attended School of Education faculty meetings including Undergraduate, Graduate, Assessment & Accreditation, and Full Department
- Shared information and advised prospective students at events for the University, Department, and individual meetings

Dr. Lori Reese provided service to the University and Community through the following efforts:

- Committee Service
- Contingency Committee and Academic Advisory Committee (meeting notes available upon request)
 - SAGE Committee Alternate
- Served as Committee Chair for Graduate Student for ED 622.
- University Supervisor for two pre-student teacher candidates in Spring 2021.
- Met with prospective students individually and during university recruitment days.

Dr. Mary Risacher served on the Grievance and Physical Plant committees. She also led a group during the TEAC meeting serving as group leader for those who work in the ECE field. As part of her service, she also provided input for the Scholarship Distribution committee. As the School of Education sought new members she participated in the search and interview work. She believes it is her duty to maintain contact with the administration and attended nearly all the President’s Townhall meetings. It is her intention to further serve the university by researching the reflective format of course evaluation. The reflective feedback could be used to make improvements in content and teaching practices.

Dr. LeAnne Syring completed her first year as the Graduate Curriculum Committee Chair. She also served on the Academic Affairs and Committee for Institutional Assessment. Dr. Syring is active in statewide committees; Special Educator Preparation Providers, ECSE Consortium, and the Professional Licensing and Standards Board Peer Review Panel. Dr.

Syring volunteers for various Mustang and advising days, attends various university meetings, and promotes SMSU whenever and wherever she can. Dr. Syring participated in three search committees, chairing two of them.

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

Dr. Sonya Vierstraete served on the SmSUFA Executive Committee, Strategic Planning, Global Studies, and chaired the Personnel Policies and Grievance Committee as well as the Intercollegiate Athletic Advisory Committee. She also served on the statewide Global Education committee, and serves as a PELSB – Professional Educator Licensing & Standard Board – licensure via portfolio reviewer and site visit reviewer. Additionally, she served on two search committees for the School of Education. Dr. V. serves as a student mentor, who she collaborates with to offer the English Learner Lab for other students. She chairs the Continuing Education for DNU ~ Diocese of New Ulm ~ Cluster IV (four area schools). She serves as the Vice-President of the Southwest Minnesota Reading Council and was reelected to serve on the MACTE Executive Board for a second term. Dr. V. maintains partnerships she helped establish with El Colegio El Camino and Ulster University as we look to provide additional opportunities for teacher candidates. She also volunteers in various classrooms at area schools and serves as the President of the Marshall Tiger Football Boosters.

Dr. Tanya Yerigan

- Last year, Dr. Yerigan established an SMSU endowed scholarship in memory of their son, Clint. The first scholarship began this year in the amount of \$600 and will be given out annually (in perpetuity) to a graduate learning community student.
- Dr. Yerigan created a Facebook page for Graduate Education and established a professor content template to be utilized by the Graduate Assistant.
- To assist the Clarkfield Charter School with getting quality staff evaluation during her quarantine, she referred Dr. Dennis Lamb to complete the evaluations in her absence.
- Dr. Yerigan contacted district administrators who denied the graduate program and/or AE classes and addressed their concerns. Thus far, after the consultations, all administrators have approved the program in question.
- Dr. Yerigan served on the following committees and/or positions:
 - Graduate Education Director
 - Learning Community Program Coordinator
 - Graduate Council Chair
 - Graduate Curriculum Committee
 - Executive Committee

- University Graduate Marketing Committee
- School of Education Strategic Planning Committee
- State Graduate Education Committee

SECTION III: Assessment

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

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

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

Checkpoint I: Admission to the Teacher Education Program

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

Updates since the revision in February of 2018, include:

Upon completion of 45 college-level credits with acceptable CUM GPA, teacher candidates may be admitted to the Teacher Education Program after successful completion of MnTC Goal 1 and 4 requirements AND attempting the NEA Essential Academic Skills (EAS) tests. With the implementation of tiered licensure in 2019, teacher candidates no longer need to pass the EAS exams for Tier 3 licensure; they do need to pass the EAS exams for Tier 4 licensure, however.

*All ELED majors will need to take MATH 110 as it is a prerequisite for MATH 129, which is required for those corresponding degrees.

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

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

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

Assessment of Checkpoint One includes:

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

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

Checkpoint II: Application for Student Teaching

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

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

Assessment of Checkpoint II includes:

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

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

Checkpoint III: Methods

Assessment of Checkpoint III includes:

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

Standards -

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

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

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

Other areas of content assess the following key assessments:

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

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

Endorsements to Elementary:

Pre-primary –also ED 330

Math – ED 412 content methods course

Science – ED 413 content methods course

Social Sciences – ED 416 content methods course

Comm Arts – ED 414 content methods course

K-8 Spanish – ED 409 content methods course

SEC/K-12 – content methods course

DAPE – PE 220 unit

K-12 Reading – ED 451/551

SPED- SPED 430, SPED 480

TESL – TESL 435 (TESL unit)

CHECKPOINT IV: Student Teaching

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

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

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

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

With COVID-19, the edTPA was not required by PELSB. Otherwise, candidates are required to complete the EdTPA during student teaching and submit to Pearson for scoring. If they do not meet the state recommended threshold, candidates are required to revise their submission and resubmit to Pearson for official scoring. Candidates are required to meet competent levels in order to be recommended for graduation and licensure. The Director of Assessment & Accreditation has facilitated the submission and remediation of the edTPA portfolios.

The Graduation Portfolio Review, aligned to each of the 10 SEPs, is conducted during the last week of the student teaching semester. Each candidate is assigned to an Education Department faculty member to complete a review of their portfolio, showcasing their best work in each of the 10 SEPs and in their knowledge of their content area. Candidates are scored 1-4 with a rubric developed by the education faculty. Candidates must receive a positive recommendation to be recommended for graduation and licensure.

MN Standards addressed and assessed in Checkpoint IV include: All 10 SEPs and content area standards are assessed during the portfolio review process and the student teaching evaluation.

Licensure:

Following the posting of their degree, candidates must pass the final MTLE requirements for their licensure area; this includes tests in Pedagogy and Content for the grade

level/content area they will be licensed in. When all requirements are met, candidates work through the Placement and Licensure Office to complete the application for licensure.

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

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

http://www.mtle.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AnnounceBasicSkills.html PELSB now allows candidates to waive the EAS tests in Reading, Writing, and Math if they have met a threshold with ACT scores or other national test scores. Details can be found on the PELSB website: <https://mn.gov/pelsb/aspiring-educators/requirements/> Important to note, the EAS scores are for the teacher candidates who do not meet the ACT threshold, removing the highest performers from the testing pool. This also results in skewing the test results posted for each institution. The EAS exams need to be passed to move from Tier 3 to Tier 4 licensure.

SMSU teacher candidates do well overall on the pedagogy and content tests. Scores for the pedagogy tests range in the 90-100% passage levels. Scores in the content tests have varied by content area. One area of need that was noted in our review was that of subtest 3 for the Elementary Content tests. This area consists of knowledge of science and social science content. Often this content is taken during the candidates' freshman and sophomore years as part of their Liberal Education Program (LEP). To help in this area, education faculty put together a suggested list of courses that Elementary Education candidates could take in their LEP to provide the background knowledge needed. They have also made a more concerted effort to include a review of the content in the teaching methods courses for these areas, to provide a more current review prior to when candidates would take these tests. As of this past year, the School of Education has aligned the SEPs - Standards of Effective Practice with the university's Liberal Education Plan Student Learning Outcomes. As the NES Essential Academic Skills tests consider reading, writing, and math skills, the assessment of the SEPs and SLOs are related to this content as well. Please find this initial work as an appendix of this report. This work aligned with our preparation for the Board of Teaching Accreditation Site Visit, which occurred in November 2017. SMSU's Institutional Report on Teacher Education and additional accreditation information can be found on our website:

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

Although waived as a requirement by PELSB in AY2021, the edTPA takes place during the student teaching experience, where teacher candidates write lesson plans for a unit or learning segment, videotape themselves teaching the unit, and collect and analyze student work. Candidates are required to complete written commentaries in response to a number of prompts, and these materials are scored based on fifteen rubrics in the areas of Planning,

Instruction, and Assessment. The edTPA is required for all initial licensure candidates and is not required for teachers seeking additional licensures. During the methods year, pre-student teaching candidates do a practice edTPA and submit their practice edTPAs to their university supervisors for review using the local evaluation. In preparation for the edTPA, content from the edTPA is included in the methods courses for all programs. All student teachers were required to submit their edTPA portfolios to Pearson or an external review by a Pearson-trained scorer. Scores are then reported back to the student, SMSU Education, and to PELSB. Should the candidate not pass the edTPA, he or she is remediated by faculty or the Director of Assessment, Accreditation, and Licensure in collaboration with the Director of Clinical Experiences in Education at an edTPA support session or individual meetings, and then the candidate resubmitted to Pearson. The implementation and integration of the edTPA content into the methods courses continued throughout the academic year and will be reviewed during the professional development day at the start of the term once all edTPA scores have been returned to SMSU. Scores from the edTPA for student teachers, along with the GPAs and MTLE scores, are part of the assessment program for all licensure programs. In AY2021, the edTPA requirement was waived by PELSB for all teacher candidates due to the pandemic.

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

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

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

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

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

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

- 1.) Values and participates in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (National PE Standards 3 & 6)

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

Assessment criteria:

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

GPA of majors

Exit survey - include the number of students going on to further degree programs
Students recognized for Academic Excellence by various outside groups (i.e., Academic All American; CoSida; National Wrestling Association; NSIC conference; ESPN award).

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

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

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

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

CHECK POINT TWO: Per Semester

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

CHECK POINT THREE: Completion of Graduate Program

Master of Science: Education

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

Master of Science: Special Education

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

Masters in PE: Coaching of Sport

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

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

1. Alumni Survey

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

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

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

Section IV: [Strategic Plan](#)

The School of Education updated the strategic development plan during the 2014-2015 academic year and annually moving forward since AY2015. This plan contains the following goals and methods for achieving these goals.

Goal Areas:

1. Develop and support state of the art programs that enhance learning, teaching, and leadership.
 - a. Prioritize selection and development of innovative and research-based programs;
 - b. Provide and advocate for diverse, multicultural and global education;
 - c. Develop structure for more faculty credits for licensure evaluation, accreditation/assessment for ED, and edTPA.
 - d. Continue to develop policies and procedures for the School of Education;
 - e. Promote and enhance awareness of the School programs internally and externally;
 - f. Recruit faculty, adjuncts, or co-facilitators who possess the knowledge and skills necessary to actively teach and promote the philosophy of the Education Department;
 - g. To decrease the School of Education’s environmental footprint by reducing energy use and the waste stream.
2. Continue collaborating with stakeholders.
 - a. Promote continued strong partnerships with cooperating schools, programs, and agencies;
 - b. Promote strong support, involvement, and advisement for pre-service and in-service teachers;
 - c. Seek and develop new partnerships and programs with stakeholders.

3. Expand personally and professionally through Inclusive 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.

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

**Standards for Faculty Qualifications - Revised October 9, 2012; April 2016;
anticipate update with newly adopted PELSB unit rules in AY2022.**

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

Full Graduate Education Program Faculty	Associate Graduate Education Program Faculty	Undergraduate Education Program Faculty	Clinical Education Program Faculty
* Meet SMSU requirements for Full Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	* Meet SMSU requirements for Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	If no terminal degree, can teach or supervise only in area(s) of specialty, according to the IFO/MnSCU Contract	If no terminal degree, can teach or supervise only at levels of licensure.
Earned terminal degree	Earned Master's degree	Doctorate preferred; terminal degree required at the time of tenure application	Earned Master's degree
Earned teaching license	Earned teaching license	Earned teaching license	Earned teaching license
Minimum of 3 years contemporary E-12	Minimum of 3 years contemporary	Minimum of 3 years contemporary	Minimum of 3 years contemporary

classroom teaching experience. <i>*Updates may be needed with the pending adoption of the new PELSB unit rules.</i>		E-12 classroom teaching experience is required for full-time positions; faculty teaching individual courses may have a minimum of one-year teaching experience in the E-12 setting per BOT rule.	E-12 classroom teaching experience.
Engaged in scholarship	Engaged in scholarship	Engaged in scholarship	
Full Graduate Physical Education Program Faculty	Associate Graduate Physical Education Program Faculty	Undergraduate Physical Education Program Faculty	Clinical Physical Education Program Faculty
* Meet SMSU requirements for Full Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	* Meet SMSU requirements for Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	Master's degree minimum required in related area. If no master's degree, can teach only in area(s) of specialty, according to the IFO/MnSCU Contract.	Master's degree minimum required in related area.

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

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

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

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

SMSU Requirements:

Full Member of Graduate Faculty: Full members of the graduate faculty shall hold the doctoral degree, or another degree nationally recognized as the terminal degree in that discipline. In addition to academic preparation, full members of the graduate faculty shall demonstrate a record of ongoing scholarly activity. Full members of the graduate faculty

may teach any level of graduate courses, may be advisors of graduate students, chair student examining committees, and direct theses or alternate plan papers.

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

Appendix A -

[Institutional Report for Teacher Education](#)

Appendix B

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

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

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

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

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

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

School of Education Program Goals and Student Learning Outcomes

SMSU Teacher Education

Communities of Practice Investigating Learning and Teaching

Description

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PROGRAM NAME: Education

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

KEY: MnTC = Minnesota Transfer Curriculum: Goal 1 – Communication, Goal 2 – Critical Thinking, Goal 3 – Natural Sciences, Goal 4 – Mathematical/Logical Reasoning, Goal 5 – History and the Social and Behavioral Sciences, Goal 6 – The Humanities and Fine Arts, Goal 7 – Human Diversity, Goal 8 – Global Perspective, Goal 9 – Ethical and Civic Responsibility, Goal 10 – People and the Environment SEP = Standard of Effective Practice: 1 – Subject Matter, 2 – Student Learning, 3 – Diverse Learners, 4- Instructional Strategies, 5- Learning Environment, 6- Communication, 7- Planning Instruction, 8- Assessment, 9- Reflection & Professional Development, 10- Collaboration, Ethics, & Relationships
 *Each course incorporates both K- knowledge & A - assessment of the SEPs identified. I – Introducing D – Developing R – Reinforced
 RED = Added/secondary course addressing standard; not specifically noted in syllabi.

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

SPED 290 Introduction To Special Needs & Lab	3, 5, 6, 7, 8, 10	Philosophy of Special Education, presentatio n	Was document ed in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Updates to project requirements. ED 102 was removed from Key Checkpoint system when PERCA was adopted Jan. 2016
ED 312/ SOCI 331 Human Relations	3, 4, 6, 8, 10	Text analysis for bias; Native American Project	Currently available	Course instructors; Director of Profession al Educator Services	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Updates made to project requirements
ED 301 The Teaching & Learning Process & Lab	2-10	Classroom managemen t plan	Currently available	Course instructors; Director of Profession al Educator Services	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Addition of assessment of student learning, edTPA features
ED 423 Classroom Management Theories and Practices & LAB	2-10	Classroom managemen t plan	Currently available	Course instructors; Director of Profession al Educator Services	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Addition of edTPA features
ED 443/444/458 Action Research	2, 4, 6, 8, 9, 10	Action Research project	Currently available	Course instructors; Director of Profession al Educator Services	Review of results by faculty teaching the course, reports to undergraduat e Ed faculty	Addition of edTPA features
ED 304/459/L Pre-Student Teaching	2-10	Evaluation s using rubric	Currently available	Course instructors;	Review of results by faculty	Addition of practice edTPA

<p>Experience Practicum</p>		<p>completed by university supervisor and classroom mentor teacher</p>		<p>Director of Professional Educator Services</p>	<p>teaching the course, reports to undergraduate Ed faculty</p>	
<p>Student Teaching *Capstone course for licensure courses</p>	<p>2-10</p>	<p>Evaluations using rubric completed by university supervisor and classroom mentor teacher; edTPA scores</p>	<p>Currently available</p>	<p>Course instructors; Director of Professional Educator Services</p>	<p>Review of results by faculty teaching the course, reports to undergraduate Ed faculty</p>	<p>Updates to SMSU Lesson Plan to support the edTPA; requirement that students who do not meet state passing score remediate and resubmit prior to moving forward for licensure</p>

Essential Academic Skills & Minnesota Teaching Licensure Exams Results

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

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

Please note the edTPA was waived by PELSB for AY2021 due to COVID-19. Given that, we do not have any edTPA results. In the future, we will share the aggregated scores by handbook and tasks; we will include edTPA scores of distinction (>50).