

Southwest Minnesota State University
School of Education
Undergraduate & Graduate Programs
AY2020



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 and physical education. Being a dynamic school within SMSU, the School of Education has experienced changes in the 2019-2020 academic year. The faculty in the Education and Physical Education programs focus on developing new opportunities and enhancing existing programs to serve our students and region.

The *School of Education* has redeveloped the mission and vision statements, along with the programs' core values. The Conceptual Framework was reviewed 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 2020 academic year, members of the School of Education included 17 full-time faculty, 1 part-time faculty, 10 head coaches, five assistant coaches, and several adjunct faculty. Importantly, there are five key support staff – two administrative assistants, two field experience coordinators, and one director/licensing officer as well as one graduate assistant, and two student workers. Additionally, three new faculty members will be joining our School of Education as part of the Partnership and Charter School Leadership Certificate programs beginning in August of 2020; both of these initiatives are currently grant funded.

Department Leadership:

- Dr. Sonya Vierstraete, Department Chairperson
- Dr. Rhonda Bonnstetter, Interim Director of Professional Educator Services, following the resignation of Dr. Brian Mumma in September of 2019; Ms. Lisa Mischke, Director of Placement & Licensure, as of May 2020
- Dr. Debbie Van Overbeke, Director of Graduate Education – On Campus & Online
- Dr. Tanya Yerigan, Director of Graduate Education – Off Campus/Learning Communities
- Dr. LeAnne Syring, Special Education Coordinator
- Dr. Michelle Beach and Mr. Michael Deschneau, Co-Directors of 2+2/Education Distance Learning

Faculty. The following were members of the faculty of the School of Education in 2019-2020:

- Dr. Francis Albitz – taught in the Physical Education – Teaching program & PECS –
Physical Education: Coaching of Sport
- Dr. Michelle Beach – taught in the 2 + 2 Education Distance program and Early Childhood
Special Education
- Dr. Rhonda Bonnstetter – taught in undergraduate program and assumed the role of
Interim Director of Professional Educator Services.
- Mr. Michael Deschneau – taught in undergraduate and graduate SPED programs
- Dr. John Engstrom – taught in the off-campus graduate program
- Dr. Sarah Huseby – taught in both undergraduate and on-campus/online graduate
program with focus on literacy and TESL.
- Dr. Sharon Kabes - taught in both the on- and off-campus graduate programs
- Dr. Dennis Lamb – taught in the off-campus graduate program
- Dr. Bruce Locklear – taught in the off-campus graduate program
- Dr. Kandy Noles Stevens – taught in the College Now and undergraduate programs
- Dr. Lon Richardson - taught in the off-campus graduate program
- Dr. Mary Risacher – taught and acted as Director for the 2 + 2 Early Childhood Distance
Education program, and also taught in the undergraduate ECE and ELED programs
- Dr. Wendy Schoolmeester – taught in the undergraduate ELED & ECE programs both on
campus and online/distance 2+2
- Ms. Marilyn Strate –taught in the Physical Education-nonteaching program
- Dr. LeAnne Syring – taught in the undergraduate SPED, ECSE, ECE programs
- Dr. Debbie Van Overbeke - taught in the undergraduate ECE & ELED programs as well as
on-campus/online graduate programs; served as Director of Graduate Education for
on-campus and online learners.
- Dr. Sonya Vierstraete – completed her sixth year serving as department chairperson, and
has taught in the undergraduate and online graduate programs with focus on
Literacy, ELED, ECE, TESL, and PECs.
- Dr. Tanya Yerigan - taught in the off-campus graduate program as well as off campus
graduate

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

- Kirk Nauman – Physical Education & Men’s/Women’s Cross Country/Track & Field Coach
- 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 AY2020:

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

In the Office of Placement & Licensure:

Dr. Brian Mumma - Director of Professional Educator Services until September 2019 and then Dr. Rhonda Bonnstetter as interim, and now Ms. Lisa Mischke as of May 2020 is the full-time Director of Placement & Licensure, supervising these positions:

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

Ms. Faye Johnson - Field Experience Coordinator, Customer Service Specialist Senior (92%)

Dr. Lori Wynia – Field Experience Coordinator for Extended Learners

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

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

The licensure areas include:

Early Childhood Education (ECE) provides licensure for students ages birth – grade 3. ECE is offered in two formats: on campus and through the 2 + 2 distance learning program via articulation agreements with community/technical colleges in the Minnesota State system. Currently, the 2+2/Extended Learning Early Childhood Education program is offered with a waiver from PELSB; it will transition into the Transfer Pathways option in the upcoming year. Additionally, **Early Childhood Special Education** provides licensure for teacher candidates to teach learners birth to age 6 with special needs.

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

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

K-12 Education provides licensure for teacher candidates in five content areas. They are licensed for K-12 grade levels as mandated by PELSB. These licensure programs include: **Art Education**, **Music with emphases in either Vocal or Instrumental music**, **Health, Physical Education (PE)**, **Special Education (SPED)**, and **Teaching English as a Second Language (TESL)**.

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

The licensure programs in the 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; K-12 Reading licensure; and Teaching English as a Second Language as a non-licensure minor.

Teacher Education Programmatic Updates for AY2020

The School of Education offered Introduction to Education as part of College Now (concurrent enrollment). Dr. Kandy Noles Stevens served as the coordinator and education faculty member for College Now. The offering was met with success, and the School of Education will be offering Introduction to Child Growth and Development in addition to the Introduction to Education course to high schools in our region and across the state.

The Director of Professional Educator Services for the School of Education was hired in August of 2018. Dr. Brian Mumma was hired in this role and assumed the responsibilities of licensure officer, placement, programmatic assessment, PELSB accreditation, edTPA,

and LiveText coordinator. Dr. Mumma resigned from SMSU in September 2019. Dr. Rhonda Bonnstetter postponed her phased retirement to serve in this role for AY2020.

In November of 2017, the SMSU School of Education Teacher Education Program (TEP) hosted the Professional Educator Licensing and Standards Board (PELSB) review team for a site visit. The TEP was granted continual unit approval until 2023 with a focus report due in 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. SMSU received continuing accreditation in the spring of 2020 per the December 2019 submitted report.

Currently, there are approximately 1,100 declared undergraduate education majors, with some double or triple majors declared.

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

With the Teacher Education Program (TEP) application process, 28 teacher candidates earned full admission while 44 earned conditional admission. There were 19 pending

applications as of the end of June 2020 publication of this report. The TEP application process uses LiveText as the platform for the online application and tracking reviews of teacher candidates' applications. As the process can be somewhat tedious and backlog the forward progress and approval of applications, the TEP application will be moving to another online format similar to the newly adopted online petition process.

During AY2020, there were 109 student teachers with 66 student teachers placed in the fall and 39 student teachers placed in the spring, which includes 6 Para to Sped candidates who completed year-long student teaching. This total was similar to AY 2019 with 81 student teachers and AY2018 with 79 student teachers placed for their final student teaching experience. **This number continues to grow as we anticipate 93 student teachers for fall 2020.**

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. Currently, we are in the process of hiring a full-time fixed-term faculty member and a part-time coordinator to serve as the liaison for the Partnership.

Physical Education.

The coaching certificate was made available to students for the first time in 2015-2016. The certificate is fewer credits than the minor and provides MSHSL – Minnesota State High School League certification. SMSU is currently the only higher education institution in partnership with the MSHSL. In 2016-2017 year, a course was developed in collaboration with the MSHSL to provide a train-the-trainer model for athletic administrators to work with coaches to be successful, which continued to be offered via collaboration with the MSHSL in the 2020 academic year.

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.

The Charter School Leadership Certificate is a market-driven, faculty-created, and grant funded program that is underway after much brainstorming and thoughtful innovation by Drs. Tanya Yerigan and Dennis Lamb in collaboration with graduate faculty and stakeholders throughout this academic year.

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.

After a yearlong process, Drs. LeAnne Syring and Sonya Vierstraete in collaboration with Dr. Rhonda Bonnsetter and the TEP licensure faculty created three new courses for the Post-Baccalaureate Standards of Effective Practice Graduate Certificate. These courses have been approved via the SMSU curriculum process, and we are now awaiting approval from PELSB with the hopes 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. The program is an intensive three-week class. The group visited schools in the area, along with selected businesses and non-profit organizations. The class was taught by Dr. Sharon Kabes and Dr. Dennis Lamb.

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

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 three graduate courses for Developmental Disabilities to add to existing graduate courses in DD for a new DD Certificate. Dr. Beach was appointed by the State of Minnesota to the technology team that will create a full faculty instructional training course for faculty who want to teach courses online.

Dr. Beach agreed to serve as the Co-Director for the 2 + 2 Distance Learning Program. 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. With Professor Deschneau, she 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 created a 2019-2020 instruction manual.

Dr. Bonnstetter included an assignment on eLearning in ED 102 Technology: Classroom Applications, which asked students to create a project that could be used for eLearning days in their own future classroom - not realizing how soon that would be! Additionally and critically, Dr. Bonnstetter agreed to suspend the last year of her phased retirement to take on the role of Director of Professional Educator Services for the School of Education following the sudden resignation of Dr. Brian Mumma. In that role she led the areas of Placement & Licensure, along with Assessment and Accreditation efforts for the School of Education.

Mr. Michael Deschneau has focused on reviewing his course schedules. Some of the feedback he received from students last spring indicated that students preferred to have large assignments and project separated into sections and or time specifically given in the course schedule to complete the project based learning tasks. Additionally, he attempted to purposefully provide students with the opportunity to experience project based learning by creating resources that develop a foundational understanding of the

practices that will be demanded of them in the profession. He created rubrics for many of the larger projects that were beneficial to students. These rubrics also helped him in identifying components of these projects where students performed well and areas where he needs to provide either additional instruction, more detailed explanation, or more references. Lastly, Mr. Deschneau was able to participate in the panel presentations and portfolio reviews for our administrative program Director of Special Education candidates this spring. Listening to these presentations was a particularly rewarding experience for him, and he was extremely impressed by depth of learning and growth in leadership our candidates were able to demonstrate.

Dr. Kandy Noles Stevens focused on modeling effective educator practices and learning strategies. The focus prompted examination of the syllabi in her courses and revamping those after completing a certification in online teaching and learning and digital accessibility. She worked diligently to revamp the syllabi in each of her courses to address the current best practices on how to articulate student learning outcomes, expectations, and course pacing. A special emphasis was added to her science methods courses for elementary, middle level and secondary to incorporate best practices in science teaching which would be reflective of the upcoming science standards and which promote diversity and equity in science education. For all science methods courses, she adopted the text *Ambitious Science Teaching* which promotes science teaching and learning in a way that advances equity while also mirroring the work of scientists and engineers. As Minnesota is adopting new science standards, Dr. Noles Stevens wanted to prepare her students for both current and future demands as teachers of science.

In her role as the faculty mentor for Education College Now courses, Dr. Noles Stevens continued her efforts to promote teaching as a viable career option to schools throughout the state. She traveled and worked virtually with educators in schools throughout the state who offer the courses through SMSU's College Now. Additionally, she hosted Aspiring Educator Day on campus Fall Semester, incorporating emphasis on active learning, introducing students to a "day in the life of an education student", and broadening their understanding of professional development by partnering with a nationally known educator and author. During the COVID-19 distance learning, she hosted College Now Education Zoom summits to help educators and administrators navigate the demands of teaching dual-enrollment courses via online delivery formats. The summit meetings created and strengthened professional networks among the educators involved with teaching these courses. Based on feedback from administrators, educators, students, and College Now students, Kandy's efforts to focus on effective educational practices and her commitment to bring "care in schools" resonated with those with whom she interacted. Feedback from these individuals highlight the importance of building relationships as a method of advancing teaching and learning.

Dr. Sarah Huseby had a goal this semester to engage, excite, and educate each student in her classroom about the various topics at hand so that they would be prepared to share their knowledge and skill with students in their own classrooms. She taught a variety of courses at both the Undergraduate and Graduate levels for the School of Education. These

courses included Reading Differentiation, Early Literacy, Action Research, Teaching English as a Second Language, and Educational Studies Practicums. For each course, while addressing the Standards of Effective Practice, she tried her best to incorporate a variety of topics and activities in order to model effective, best practice teaching. As a result, class discussions focused on culturally responsive teaching, differentiation of methods and strategies, development of materials for all learners, and effective assessment in order to meet and support all students where they are at. Along with these class discussions, she tried to incorporate a variety of different activities and assessments in order to support the students in their learning. These activities and assessments included individual, partner, and small group work as well as a variety of different formats to represent the knowledge acquired such as active, hands-on learning, presentations, micro-teaching, skits, assessments, research, and more. Based on each of the course evaluations, it would appear that her goal to engage, excite and educate her students connected with the students and, based on quality student work, translated into learning.

Dr. Dennis Lamb successfully completed working with 33 Masters of Education students from the Brainerd Learning Community (2017-2019), in which they all successfully completed their two-year program. This culminated with them presenting their Action Research projects at our annual Graduate Research Conference on April 26, 2019. Dr. Lamb successfully recruited and started a new Masters in Education Learning Community in Wadena, which started in September, 2018. There were 24 students enrolled in 2018-19 academic year, successfully completing 17 credits in two semesters. Dr. Lamb successfully completed working with 23 Masters of Education students from the Wadena Learning Community (2018-2020), in which they all successfully completed their two year program. This culminated with them presenting their Action Research projects at our annual Graduate Research Conference on April 25, 2020. Dr. Lamb successfully recruited and started a new Masters in Education Learning Community in Brainerd, which started in September, 2019. There were 28 students enrolled in 2019-20 academic year, successfully completing 17 credits in two semesters. Additionally, Dr. Lamb successfully collaborated and co-taught with two co-facilitators to meet the needs of over 50 graduate students in two different cohorts (Wadena and Brainerd).

Dr. Mary Risacher taught a variety of courses in the areas of ECE and Elementary Education. Her instruction was completed in dual formats of both online and face-to-face to best meet the needs of students in the on-campus and extended learning community. She assisted and collaborated closely with faculty as they assumed the new role of Director of 2+2 which was transitioning to include a broader role in the content areas of Elementary and Special Education. She shared her materials that were utilized during her time as Director and provided guidance during the transition. Dr. Risacher also reviewed syllabi from two-year partners to ensure standards and quality courses were being provided by partner schools. Dr. Risacher also taught two sections of ED 423 for her colleague Dr. Wendy Schoolmeester while she was on sabbatical. Dr. Risacher took on additional advisees, which included on-campus students, whereas in previous years, she had been assigned only extended learning students. While this increased her overall advising numbers, she welcomed the opportunity to serve more students and guide them on a

successful path toward completing their program. For her own courses, she reviewed each of those to ensure those were of the highest quality and standards. Where needed, she incorporated new methods of assessments, group projects that allowed for student collaboration with peers, a variety of engaging active learning strategies, and designed project-based learning assignments that enabled her to assess student growth.

Dr. LeAnne Syring worked diligently throughout the year to develop courses for our graduate level students that cover the Standards of Effective Practices goals for teachers. Dr. Sonya Vierstraete was a co-collaborator. Drs. Syring and Vierstraete coordinated additional education faculty to complete and assess the developed courses. The Post-Bac certificate will be available for graduate students in the 2020-2021 academic year. Dr. Syring successfully taught an overload of courses and completed her second year as the coordinator of the Special Education programs at SMSU. Dr. Syring is involved in seven education committees and served her second year as co-advisor, with Dr. Wendy Schoolmeester, of the Education Minnesota Aspiring Educators program

Dr. Debbie Van Overbeke taught various courses in the undergraduate and graduate program, of note are ED 361: Mathematics Methods/ Assessments & Lab and ED 430: Reading in the Content Areas.

- For ED 361, she revised the course to include high-leverage practices of leading a group discussion and eliciting and interpreting individual student's thinking after participating in the University of Michigan's TeachingWorks fellowship during the 2019 school year. The teacher candidates in this course learned how to conduct a discussion and were required to conduct a small-group and large-group discussion in their mathematics classroom lab experience. The teacher candidates' self-appraisals of their discussions showed students advanced their skills in teachings as was shown by this student quote, "Practicing running a discussion is important and helps me feel more confident in my teaching abilities. I feel more comfortable assigning competence to students and asking them to explain their answers. Both of which can be utilized with subjects other than math."
- For ED 430, she converted this oncampus course to an online course in March, 2020, due to the Coronavirus and Governor Tim Walz's "stay at home" order. This course utilized synchronous components with Zoom and asynchronous components. A highlight of the course was a Socratic Seminar using Zoom and the breakout rooms.

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

Dr. Sonya Vierstraete served as the Chairperson for the School of Education for the sixth year. Dr. V. teaches and advises undergraduate and graduate students with a focus on elementary education, TESL, and literacy. She taught two new reading/literacy courses this year while leading the Southwest Teacher Preparation Partnership efforts in the role of the School of Education Chairperson in collaboration with SMSU colleagues, Worthington 518, and Minnesota West Community and Technical College. Furthermore, Dr. V.

collaborated closely with Dr. LeAnne Syring and co-facilitated the development process of the post-baccalaureate Standards of Effective Practice with School of Education Teacher Education colleagues. 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 lead three learning communities with 55 graduate students (42 second year and 13 first year). She successfully recruited dozens for the learning communities (M.Ed., EDAL, and Charter program).
- Dr. Yerigan served as the off-campus graduate director and lead the assessment reviews including BOSA, PASL, and RASL.
- During the summer of 2020, Dr. Yerigan continued to engage and serve our program alumni and other area educators by offering 10 graduate AE (adult education) credits.
- Dr. Yerigan authored and gained approval for several new adult education (AE) courses. These courses were developed as an ongoing effort to serve our alumni. New courses she developed include the following:
 - Adult Mental Wellness: Issues, Interventions, & Resources
 - Youth Mental Wellness: Issues, Interventions, & Resources
 - Content Development & Integration
 - Evaluating Course & Research Resources

To secure and maintain the Marshall graduate market, Dr. Yerigan wrote a proposal for the Marshall School District with regard to allowing teachers to actualize their full lane change while receiving their master's degree from SMSU. To do this, Dr. Yerigan wrote an additional course (ED 637 "Educators as Professional Presenters") and authored a major curriculum change making the degree variable. The proposal was accepted by all levels at SMSU and the school district. Even better, the superintendent approved Dr. Yerigan's request to make the approval retroactive to her current students who are employed by the Marshall School District.

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's poster, "Making Good Online Courses Great" was accepted for the 21st International Conference of the Society for the Integration of Technology in Teacher Education scheduled for New Orleans, LA in April 2020. The conference and presentation were rescheduled to an online format due to the Coronavirus.

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 a session at the Minnesota Rural Education Association's annual conference with Dr. Wendy Schoolmeester on POWERFUL Teaching practices. Dr. Bonnstetter was a guest blogger on EduConnections on the topic of the power of feedback.

Mr. Michael Deschneau participated with a professional school team in completing a comprehensive program review of the school's special education program, including a fiscal procedures review. The results of these reviews will be used to create corrective action plans to assist the district in improving practices associated with the components of the reviews.

Mr. Deschneau developed and taught the Director of Special Education course and worked with students in the EDAL program. He enjoyed providing the framework and guidance for the students in that course. He is hopeful this was a quality experience and provided meaningful and relevant learning as they prepare for positions of leadership.

Along Dr. Syring and Dr. Beach, Mr. Deschneau formally added courses to address areas of need within the special education pedagogy. Two elective courses were formally added for the upcoming school year, SPED 481/581 Compliant Practices in IEP Writing and SPED 443/453 Diseases and Disorders in Childhood.

Dr Kandy Noles Stevens successfully completed and defended her dissertation which concluded her doctoral program of studies. Dr. Noles Stevens co-presented with College Now educator, Jodi Munson, from Grand Meadow at the Minnesota Rural Education Association annual conference about the work SMSU is doing in dual enrollment to promote teaching. Their presentation entitled "Raising Teachers: Add Water & Stir" she also received other invitations to speak and accepted the invites both individually and collaboratively. She joined Drs. Schoolmeester and Syring in presenting for a collaborative professional development day. Each educator presented in their area of specialty which for

Dr. Noles Stevens is STEM/Secondary. Continuing her work from previous years, she also worked with the Service Cooperative to meet with educators as they work to develop strategic plans for how to implement the upcoming new science standards in their districts. Dr. Noles Stevens also continued her work of trauma informed practice in schools by presenting a specialized training “I wish I didn’t know: Children & Grief” for the educators at Lincoln Elementary in Ivanhoe, Minnesota which led to new school policy on creating grief inventories for every child in the district.

Additionally, Dr. Noles Stevens worked collaboratively with Biology and Environmental Science professors, Dr. Alyssa Anderson and emerita Dr. Emily Deaver, to create an outdoor classroom in the ADM Environmental Learning Area as well as to develop and successfully create a new minor, Environmental Education, at SMSU. For the minor, Dr. Noles Stevens created two new courses, ED373 – Environmental Education Strategies and ENVS480 – Environmental Education Practicum.

Dr. Sarah Huseby has always been driven by the desire to continue pursuing new, best practice teaching strategies in order to meet the needs of all students. This past fall, she submitted her language research to La Asociación Nacional Universitaria de Profesores de Inglés, a branch of TESOL in Mexico. Her research was accepted for presentation in October 2020. In addition to submitting work internationally, she was also able to submit and present her work within our local area. In this local work, she was able to prepare and/or present for new teachers at Marshall Public Schools, non-tenured staff (which was cancelled due to a snow storm!) at Marshall Public Schools, as well as ten (or more) different districts within the Minnesota River Valley Education District. For this local work, her research and presentations centered on supporting culturally responsive teaching, literacy, and second language learning.

Dr. Dennis Lamb collaborated with Dr. Tanya Yerigan to begin the redesign of our final Action Research paper, in which students will now be publishing an article that will be distributed to area educators (2018-present). This resulted in a new workbook being authored by both professors to be distributed in Summer, 2020.

Working in partnership with Dr. Tanya Yerigan, Dr. Lamb co-authored a grant that was approved by the Minnesota Department of Education for \$233,000 to begin a Charter School Leadership Certificate program, the only such program in the state of Minnesota. This 19 credit certificate will be awarded to students who complete the one-year program, which begins in summer, 2020. Dr. Lamb co-authored with Dr. Yerigan nine new courses for the development of the Charter School Leadership Certificate. Dr. Lamb was named program coordinator in 2020.

Dr. Lamb successfully co-authored four books in 2019-2020:

Lamb, D., Bates, A., & Sandberg, L. (2019). *Calming the storm regulating behavior: Teaching social/emotional regulation skills to k-12 students and parents*. Lulu Press.

Bates, A. & Lamb, D. (2020). *Calming the storm elementary curriculum workbook and activities*. Lulu Press.

Sandberg, L. & Lamb, D. (2020). *Calming the storm middle school/high school curriculum workbook and activities*. Lulu Press.

Lamb, D. & Yerigan, T. (2020). *Action research writing tools: Constructing a quality research article using APA 7th edition*. Lulu Press.

Dr. Mary Risacher was moved from fixed term to tenure-track in the spring of 2019, following her seventh year as a full-time fixed term faculty member. With this move, and the completion of her 10th year at SMSU, Dr. Risacher focused her efforts on seeking and securing tenure and promotion during the AY 2019-2020. While this gathering of evidence and providing written rationale consumed a great deal of time, she was also able to share/present her dissertation work with a colleague at Clute Institute in Orlando, Florida via Zoom. Dr. Risacher also submitted a proposal to ASCD based on her published book that had been written with Drs. Bonnstetter, Schoolmeester, and Vierstraete. Due to COVID that acceptance and presentation is still pending. The latest update in June shared that the presentation in Dallas, Texas was still under consideration. The book *POWERFUL Teaching* has been incorporated into courses at SMSU and was met with a high level of student acceptance and engagement. This is evidenced in a survey of students in Jr. Methods course completed by Dr. Risacher in the spring of 2020, where the majority of students surveyed share a positive response to the book and its application in the classroom setting.

Dr. LeAnne Syring gave several presentations, both on-campus and off-campus. Dr. Syring continues her interest in research through chairing research papers for our SMSU Master's students. This year she chaired fourteen papers. Dr. Syring created Special Education Student Teaching and Advanced Student Teaching Handbooks at the request of the Office of Placement & Licensure.

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

- Stefanick, P., & VanOverbeke, D., (2020). *Technology-Infused Reading Lessons: Are Teacher Candidates Up to the Task?* For the *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2020*. Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
 - This paper was accepted to be published and presented at The Society for Information Technology & Teacher Education International conference in New Orleans, LA on April 9, 2020. Due to the Coronavirus, the onsite conference was cancelled. We have plans to resubmit the paper and present in 2020/2021.
- Wrote a TeachingWorks Discussion Unit to share with the TeachingWorks fellows and to implement in ED 361: Elementary Mathematics and Lab in fall 2019.
- In the process of writing the Graduate PECS Program Review with Dr. Frankie Albitz for review in 2020/2021.
- Developed ED 447/547: Teaching Literacy to be taught in an online format for summer 2020.

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

- Dr. Vierstraete was an invited presenter at the Minnesota State Board of Trustees to present on the Southwest Teacher Preparation Partnership in February of 2020.
- She was a referred accepted speaker at the Hawaiian International Conference for Education presenting her paper on *Everything I Needed to Know I Learned on Sabbatical* in January 2020.
- Dr. Vierstraete collaborated with Kim Guenther and Dr. Kandy Noles Stevens to receive funding to expand concurrent enrollment offerings in the area of Education.
- 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.

- Dr. Yerigan along with Dr. Lamb spearheaded the transformation of the action research process within the off-campus graduate programs. This culminated in the authoring of two publications.
 - Yerigan, T. (2020). *Research & writing right! By educators for educators*. Granite Falls: Infinitely Yours Publications.
 - Lamb, D. & Yerigan, T. (2020). *Action research writing tools: Constructing a quality research article using APA 7th edition*. Lulu Press.
- Dr. Yerigan's organization, Center for Scholastic Inquiry, hosted an international academic research conference online (due to the pandemic). There were 121 participants from 76 different universities, three countries, and 29 states. Additionally, she served as the organization's advisory board chair and editorial board member for the *Journal of Scholastic Inquiry*.
- Dr. Yerigan prepared and gave several presentations including the following:
 - United States Army Survivor Outreach Services, "*Never Forgotten...Never Alone*", Keynote. August 2019.
 - St. Raphael's School. "*Our Silent Opponent: Toxic Stress...Changing Everything*". January 2020.
 - Center for Scholastic Inquiry International Academic Research Conference, "*Higher Education: Crisis or Not?*" Keynote. April 2020.
 - Additionally: Six prepared and scheduled presentations were cancelled due to the pandemic. These will be rescheduled in 2020-2021.
- Dr. Yerigan's following publications have been in revision and an updated edition issued.
 - Yerigan, T. (2020). *No ordinary son. A journey through death and living again*. Granite Falls: Infinitely Yours Publications.
 - Yerigan, T. (2020). *Research & writing right: Piecing together & sharing meaningful research*. Granite Falls: Infinitely Yours Publications.
 - Yerigan, T. (2020). *Building your professional portfolio: what you need to know*. Granite Falls: Infinitely Yours Publications.

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 2019-2020 academic year, such as:

- SMSU Professional Development Day, August, 2019.
- Accessibility International Conference, November, 2019.
- SMSU Professional Development Day, January, 2020.
- Council for Exceptional Children: DD Conference, St. Paul, MN, March 2020.
- Center for Scholastic Inquiry Annual Conference, Charleston, SC, April 2020 (online due to Coronavirus).
- Society for the Integration of Technology in Teacher Education (SITE) 21st International Conference, New Orleans, LA, April, 2020 (online due to Coronavirus).

Dr. Rhonda Bonnstetter attended the American Association of Colleges for Teacher Education - AACTE's State Leadership Institute and Washington Week in June 2019 as president of Minnesota's chapter. She was able to speak with representative and senatorial staff members regarding issues important to teacher preparation in Minnesota. Additionally, Rhonda attended the Minnesota Rural Education Association's annual conference in November 2019 as well as the AACTE Annual meeting in Atlanta, GA in February 2020 to learn more about the challenges and successes of teacher preparation programs from across the country.

Mr. Michael Deschneau recognizes as a Director of Special Education and finishing his second full year in higher education, there is a level of importance in maintaining the competence requisite to what is expected in order to practice as Director of Special Education. This includes a strong understanding of the issues that affect current trends, best practice, law, and the implication of the law on districts and schools. This is certainly evident in our COVID-19 reality. The agility needed to navigate the fluidity of our present educational landscape including distance learning for all students, not only P-12 students, provides a tremendous learning opportunity. Although not a traditional method of continuing preparation or study, with researching, analyzing, and responding to all the federal and state guidance regarding distance education and in particular special education mandates, Mike had a rich spring in continuing my preparation as a professor and special education administrator.

Dr. Kandy Noles Stevens had the opportunity to present and attend various conferences and to participate in various collaborative partnership trainings. She presented and attended both the Minnesota Science Teachers Association annual conference (MNCOSE) in November 2019 and the following week the Minnesota Rural Education Association's annual conference. Additionally, she was selected to participate in Cohort 1 of the Teacher Preparation Partnership Professional Development program on cultural competency between Southwest Minnesota State University, Minnesota West Community, and Technical College, and the Worthington (MN) School District.

Dr. Sarah Huseby had the opportunity to attend various meetings and workshops that have allowed her to expand her knowledge in literacy and language over this past year. These meetings and workshops have included MRVED Title III, MELT, ELSIG, and MDE sponsored events that have addressed literacy and language across P-12 with various focuses of procedures, policies, program development, staff development, and teaching strategies. Each of these opportunities provided a time for her to engage in discussion and activities with other literacy and language professionals in order to continue developing her own skill as a classroom teacher and professor in order to share new learning (ideas, methods, strategies) with my SMSU students. In addition, she completed three of the five courses, ED 502 Early Literacy and Linguistics, ED 546 Advanced Developmental Reading and Research, and ED 547 Teaching Literacy as she pursues her Reading licensure.

Dr. Dennis Lamb focus on continuing preparation via various avenues this past year:

- Served as Editor in Chief for Center for Scholastic Inquiry Editorial Board; 2018-Present
- Served on Board of Directors – Center for Scholastic Inquiry; 2018-Present
- Served as Moderator of Virtual Conference – CSI; April 6-7, 2020 *Note: was scheduled to present at CSI conference in Charleston, SC but was canceled due to COVID-19
- Assisted in transforming Research Conference into a Virtual Conference (Center for Scholastic Inquiry – held April 6-7, 2020)
- Attended and presented at CSI Conference – Kissimmee, FL “Charter School Leadership: Charting a New Course” April 9-11, 2019
- Attended and presented at MN Rural Education Conference – Cragun’s Resort – Brainerd, MN “Calming The Storm Regulating Behavior” November 17-19, 2019
- Presented to Dr. Schoolmeester’s two undergraduate methods classes – *Calming The Storm*; January 28, 2020
- Along with Dr. Yerigan and Dr. Engstrom, Dr. Lamb worked to redesign the Learning Community Research Conference to be held virtually via Zoom with 76 presenters giving 63 presentations. As a first-time collaboration, they also included three undergraduate students to present.

Dr. Risacher continually sought opportunities to learn and grow in the profession of Education. Among her trainings she attended/reviewed/participated in the following:

- EdPrepMatters,
- ASCD trainings and webinars
- Matt Miller Big Ideas Series
- Culture Diversity Training MDE,SW/WC

In addition to her trainings, she continued to maintain memberships in these professional entities that supplied current research and trends:

- NAEYC
- ASCD
- MnAECTE

Dr. Risacher is committed to being a life-long learner and sought out opportunities on and off campus to enhance her skills as a teacher. She also believed that sharing those skills/knowledge/information with colleagues and students enhanced her own learning

and provided an illustration of her leadership skills. She sought opportunities which utilized the information and applied it in her classroom practices, advising students, and peer-to-peer growth. Dr. Risacher further employed this knowledge in her day-to-day practices by collaborating with more experienced colleagues, remained up-to-date on current technology, connected with other experts in the field, utilized constructive feedback from students, and was reminded of why she became a teacher...because of her deep passion for education.

Dr. LeAnne Syring attended several conferences throughout the year to stay abreast of the changing landscape in education. In response to feedback from Special Education teachers at Marshall High School, Dr. Syring set up a meeting to discuss field experiences for our Special Education Teacher Candidates. The collaborative meeting resulted in a new format for our students to use that would enhance their experience and guide the mentor teachers. The collaboration strengthened the relationship between the MHS Sped staff and the SMSU SPED faculty.

Dr. Debbie VanOverbeke completed the TeachingWorks-Minnesota Fellowship in Practice-Based Teacher Education during the 2019 year. TeachingWorks is an organization at the University of Michigan led by Dr. Deborah Loewenberg Ball, a specialist in the teaching of elementary mathematics. As a fellow, Dr VanOverbeke attended convenings from January 25, 2019, to December 3, 2019, with seven math methods professors and seven reading professors from various Minnesota Universities. The convenings were held at the McKnight foundation in Minneapolis, Minnesota and Brea, California. During the convenings, participants learned how to teach teacher candidates to conduct high-leverage practices of discussions, eliciting and interpreting student's thinking, and promoting equity and social justice while teaching. Dr. VanOverbeke wrote, taught, and videotaped a unit that implemented these high-leverage practices into ED 361: Elementary Math Methods in fall 2019. Amber Willis, a professor at Michigan State, was a mentor throughout the unit. The teacher candidates in ED 361 were required to teach and record a small- and large-group discussion that included interpreting student's thinking and the promotion of equity and social justice. The students watched their videos and completed a self-appraisal of their discussions and set goals for future discussions. To continue this work and implement these practices in the methods courses at SMSU, Dr. VanOverbeke along with Dr. Noles Stevens, and Dr. Vierstraete have applied to complete a Certificate in Practice-Based Approaches to Methods Instruction in Teacher Education offered by TeachingWorks starting the summer of 2020.

In addition, Dr. VanOverbeke has attended several workshops including: *Addressing Teacher Shortages in Rural MN* at SMSU on January 7, 2020; *Jeffers Foundation. The Outdoor Classroom: Team Teaching with Mother Nature - The MATH Connection* at SMSU on October 1, 2019; and Professional Development Days at SMSU on August 20, 2019, and January 10, 2020.

Dr. Sonya Vierstraete 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.

Dr. Vierstraete participated in Minnesota Association of Colleges for Teacher Education conferences in the fall, winter, and spring (virtual conference). She attended the Hawaiian International Conference on Education in Honolulu, Hawaii and then the NCAA Convention in Anaheim, California both in January. Dr. V. attended the American Association of Colleges for Teacher Education in Atlanta, Georgia in February. She participated in the edTPA scorer training with Pearson for the EAL – English as an Additional Language handbook. She attended the MDE EL training with Amy Young. This spring, Dr. Vierstraete attended both the SMSU Graduate and Undergraduate Research Conferences. Additionally, she is working on her MN superintendent licensure.

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

- Dr. Yerigan completed 150+ hours of professional development and successfully renewed her teaching license, school social work license, and Minnesota Board of Social Work license. Additionally,
- Dr. Yerigan and Professor Sieling applied and were accepted to be trained as Mental Health First Aid Instructors. Upon completion of the adult training, they became the only certified instructors within 100 miles of SMSU. Dr. Yerigan completed phase two of the training in May 2020 and became one of only a few dozen dually certified within the nation to teach the program online.
- Dr. Yerigan continues her self-care and trauma research for educators and is actively putting together a pandemic response for school districts to implement with staff, students and parents this fall.
- Along with Dr. Lamb and Dr. Engstrom, Dr. Yerigan worked to redesign the Learning Community Research Conference to be held virtually via Zoom with 76 presenters giving 63 presentations. As a first-time collaboration, they also included three undergraduate students to present.

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

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. Wendy Schoolmeester and LeAnne Syring.

Critically, faculty offer their time to meet with prospective undergraduate students as they consider their post-secondary options. Faculty met with prospective SMSU students while on campus prior to March 2020, and then moved visits to online Zoom sessions.

Dr. Michelle Beach conducted prospective student visits as requested by the Admission Office and volunteered to be on call for four weeks during the academic year for prospective student visits. She assisted at several Admitted Students/Registration Days hosted by the Admission Office. She also assisted with two of the Mustang Visit Days throughout the academic year. She serves as advisor to approximately 70 distance learners in the Early Childhood Distance and Early Childhood Special Education programs. Dr. Beach gave multiple presentations across the state to advertise our Early Childhood Distance 2 + 2 program. She also responded to numerous inquiries about the 2 + 2 program and the ECSE program via phone and e-mail throughout the academic year, and distributed brochures advertising several SMSU programs and majors throughout the state. Additionally, Dr. Beach was a faculty evaluator for the (online) undergraduate action research conference in the spring of 2020. Dr. Beach participated in Hawaiian Night and College Now Day. Dr. Beach assessed and completed Graduation Portfolio Reviews for fall and spring student teachers.

As the Coronavirus hit, Dr. Beach sent notes and emails of encouragement several times a week to her advisees and students in her courses. Students who were particularly upset or facing serious challenges were encouraged to call Dr. Beach.

Dr. Rhonda Bonnstetter participates in Admitted Students Days, Meet Your Advisor Day, and Registration Days. She met frequently with various classes to assist with admission to the teacher education program questions (Dr. Frankie Albitz' class), questions on field experience and edTPA requirements (Dr. Wendy Schoolmeester, Prof. Kandy Noles-Stevens, Prof. Jerry Wenzel), 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.

Mr. Michael Deschneau and Dr. Syring were asked by Dr. Albitz in November to support one of her Adapted Physical Education courses by facilitating a Mock IEP meeting with a case study look at a student in need for Developmental Adapted Physical Education (DAPE). With distance learning this spring, Mr. Deschneau was able to use multiple modes of technology to connect with students. Students were extremely open and intentional in making these connections. For some, it was a far less intimidating proposition than meeting face-to-face. The benefit of these conversations for students was the ability to learn more directly about how their learning experiences are relevant to the profession. Additionally, Mr. Deschneau addressed student advising needs in association to student scheduling, program review, and planning.

Dr. Kandy Noles Stevens exceeded her goals for service to students in a variety of manners. She serves as the on-campus advisor for students within the College Now education program, providing guidance, direction, and mentoring for high school students interested in careers in education. In connection with her goals in teaching effectiveness. The selection of the new text for the ED425, ED407, and ED413 elevated understandings for expectations within the TEP for how to help students understand edTPA requirements. Dr. Noles Stevens passion for STEM education and supporting her students came to fruition both indoors and outdoors on campus. In addition to the Outdoor Classroom, she advocated and championed for the creation of the first ever STEM Education Resource Center on campus. Her efforts were met with support across campus by her colleagues, but also appreciated by students as a place to learn and practice as well as a resource for STEM related lessons. For her work in all capacities, Dr. Noles Stevens applied for SMSU students to participate in Stanford University's Growth Mindset for College Students. A new opportunity arose on campus this year and Dr. Noles Stevens was excited to participate as a reviewer for the inaugural issue of *Discovery: The SMSU Journal of Undergraduate Research*. She served as a reviewer for students who presented at the virtual Undergraduate Action Research Conference as well as serves as the committee chair for five masters students. She also served as a university supervisor for two pre-student teachers and one student teacher. Dr. Noles Stevens also accepted invitations to present to education students at EMAE meetings and was a presenter at both the Fall 2019 and Spring 2020 Professional Development Days on campus. Dr. Noles Stevens worked collaboratively with Ben Nwachukwu to write, apply and successfully receive Innovation grant funding through the MinnState office. They were awarded \$10,000 in their efforts to try innovative ways to connect students. The Rural Excellence in Education Droids (REED) will use telepresence for modeling student centered best practice in education during the 2020-21 academic year.

Dr. Sarah Huseby worked with a Mentor Student, served as an Advisor to Teaching English as a Second Language, Education Studies, and non-declared Education students, participated in student observations for field hours, served as an Undergraduate and Graduate research advisor, and has agreed to assist as the Aspiring Educators EMEA Faculty Co-Leader this next school year. She also worked with 50 Undergraduate teacher candidates to develop and conduct action research in their field placements. In addition, to serving as the Undergraduate Research Advisor, she has also accepted the role of research Chair for five different Graduate Students in both the Reading and TESL emphasis programs. Additionally, she joined a workgroup in the Department of Education to examine the possibility of adding a Para to TESL program to the TEP in order to support both our university and local schools.

Dr. Lamb met/exceeded professional goals by maintaining highly effective evaluation scores by second-year graduate students (Facilitator Evaluation = 4.78; Learning Environment = 4.76; Professional Development = 4.73) *Summative scores for two years of students involved in Masters cohort

Dr. Lamb successfully recruited 28 new students to begin a new Learning Community in Brainerd. Dr. Lamb invited a variety of different speakers to share their stories to the LC students:

- Mike Heikes – Brain Injury Survivor; Author of *Finding Purpose*
- Alesha Bates & Lainey Sandberg – Authors of *Calming The Storm*
- Dr. Tanya Yerigan – Author of *No Ordinary Son*

Dr. Risacher made many contributions to student growth throughout the academic year. A few of those included, the advising of students in the Extended Learning Program and on-campus. She provided on-going guidance to students completing their application to the Teacher Education Program (TEP). She attended student teaching meetings and provided assistance to those who were completing edTPA. She attended trainings for edTPA so her own background knowledge of the subject was accurate and up-to-date. During the pandemic, she advised and assisted incoming and transfer students with registration via phone and zoom. The pandemic necessitated that her availability be more expanded as students were seeking assurance during an unprecedented time. Dr. Risacher also created a video to welcome back students once the initial shut down was lifted to allow students to return online following spring break. This video showed her supportive and free spirit as she welcomed students to the new “normal” learning due to the pandemic. Further support provided by Dr. Risacher can be found in her many letters of recommendations and academic references she provided on behalf of students as they completed the application to TEP and seeking full time employment opportunities.

Dr. LeAnne Syring participated in the mentor scholarship program for the third year. The scholarship recipient requested Dr. Syring as her mentor and has continued the mentorship for three years. Dr. Syring continues to be a faculty reviewer for the Education Action Research conference, the early childhood, elementary, and secondary clinicals. This was Dr. Syring's third of representing SMSU with the admissions staff at the national college fair,

this along with registration days and open houses on campus, provide opportunities to share her SMSU Mustang Pride. Dr. Syring had 132 advisees in the fall and 104 this spring.

Dr. Debbie VanOverbeke advised 20 undergraduate students and 70 graduate students in 2019/2020, supervised students during their elementary and secondary clinical experiences, reviewed undergraduate Action Research projects, participated in LiveText portfolio reviews of the students completing their programs, and chaired Action Research Projects for 22 graduate students at various stages in the research process.

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. Dr. V. assisted student teachers with questions on the Elementary Literacy edTPA during support sessions offered throughout the year. She advises approximately 60 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.

- Along with the off-campus faculty, Dr. Yerigan spearheaded the Graduate Loyalty Scholarship from concept to proposal and eventually approval and implementation.
- In response to alumni and market request, Dr. Yerigan drafted the AE Tuition Reduction Proposal. She subsequently presented the proposal and received approval.
- To highlight and advocate for the educators and the field, Dr. Yerigan created and published a fun game that provides an understanding of the educational system for the average person.
 - Yerigan, T. (2020). Teachers meeting. Granite Falls: Infinitely Yours Publications.

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, and Child Aware – T.E.A.C.H., which is the state advisory for Early Childhood Professionals.

At the local level, Dr. Beach served on several SMSU committees including 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 is active in civic engagement at all levels:

- At the community level, she volunteered at Murray County Central Elementary to assist teachers with student support in mathematics.
- At SMSU, she served on the Undergraduate Curriculum Committee, the Honors Review Committee, and the SMSU Ag Advisory Committee. At the department level, she assisted on a variety of committees.
- At the state level, Dr. Bonnstetter 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. Bonnstetter represented SMSU on the Secondary/K-12 Education Enhancement Project (SKEEP), a MinnState initiative that looked at opportunities for collaboration on high-needs areas in teacher education.
- With Dr. Bonnstetter's leadership, MACTE and MnEEP co-sponsored the Addressing the Teaching Shortage in Rural Minnesota meeting, which was held at SMSU on Jan. 7, 2020. Gov. Waltz provided the opening comments, and SMSU received statewide recognition.

Dr. Michael Deschneau participated in a number of department and university activities. Some of these activities included new student registration, student visits, admitted student days, student teaching workshops, EDAL Advisory Council, and the TEAC Advisory Council. Additionally, Mr. Deschneau:

- Served on the university's Intercollegiate Athletics Advisory Committee (IAAC).
- Served as a volunteer hockey coach within the Marshall Amateur Hockey Association (MAHA) for two different age levels, co-head coach for the Marshall Squirt A team (ages 9 – 11) and an assistant coach for the Mite level (ages 6 – 9). This experience provided the opportunity for my family to establish connections within the community and provide service to a Marshall area organization.
- Served as a part-time assistant football for the SMSU Football Program. This experience afforded me the opportunity to facilitate relationships with students and staff outside the School of Education.
- Worked with our athletic department administration toward re-establishing and building a club hockey program at SMSU.

Dr. Noles Stevens participated in a variety of capacities in service to the university and community. Within these activities, she continued to promote the vision, goals, and mission of SMSU and specifically the School of Education. A summary of activities are listed below:

- Participated in new student registration, student visits, admitted student days, and student teaching seminars.
- Appointed to serve in the Secondary K12 Education Enhancement Project (SKEEP) for the Minnesota Dean's Alliance.
- Selected and served in Cohort 1 of the Teacher Preparation Partnership Professional Development Program.
- Selected as a joint facilitator with her mentor Dr. Sharon Kabes for the Valaya Alongkorn Rajabhat University cultural exchange program.
- Elected for 20-21 SMSUFA Contingent Appointments for the Executive Committee
- Represented SMSU for the creation of an All-Inclusive Park to be developed in Marshall.
- Promoted Science Education to educators through conferences, workshops, and seminars.
- Served as Executive Director for the Reed Stevens Legacy Program at Avera McKennan Hospital.
- Served a board member for a local Modern Woodmen philanthropic/community board.
- Served as an advisor to local Modern Woodmen Youth Service Club.
- Served as a regional ambassador and speaker for Donate Life, Minnesota.

Dr. Sarah Huseby has worked with several committees, and has learned a great deal about the university, her colleagues, students, and future students. As an example, her work on the Liberal Education Committee (LEC) proved to be an invaluable learning opportunity and allowed her to better understand the LEC as well as various disciplines and courses across campus. In addition, while she is not currently on the Global Studies Committee, prior to COVID-19, she was working with various members of the committee to begin

preparations for planning her first Global Studies Trip to Cabo San Lucas in the spring of 2021. Again, while this trip was only in the beginning phase, it has allowed her to reach out and connect with colleagues that, in a typical day or week, she would not necessarily have the opportunity to collaborate with. She also learned a substantial amount through volunteering at various on-campus events such as Gold Rush Days, SMSU Career Fair, and Mustang Days.

Dr. Dennis Lamb successfully participated in the Education Department meetings and contributed to the success of the Graduate Program; 2018-Present. Additionally, Dr. Lamb has the following noted accomplishments:

- Collaborated and co-authored with Dr. Yerigan a \$233,000 grant that was awarded by the MN Department of Education to start up a 19 credit Charter School Leadership Certificate program (launches Summer, 2020).
- Served on both the Graduate Council and the Graduate Curriculum Committee; academic years 2018-Present.
- Served as advisor for Education Department Administrative Licensure program; assisted with preparing for BOSA review; 2018-Present
- Chaired Search Committee - Charter School Leadership Certificate program - Administrative Assistant; Spring 2020
- Served as a Search Committee Member - Charter School Leadership Certificate Recruiter position; Spring 2020
- Served as a Search Committee Member - EDAL/Learning Community Faculty member position; Spring 2020
- Redesigned the Graduate Research Conference to a successful virtual conference via Zoom - 76 presenters; 63 presentations, which also included for the first time three undergraduate students selected to present; Spring 2020

Dr. Risacher's primary focus is her work with students, however, she is committed to supporting the university and community. At the start of the year she attended Move-In Day and assisted new freshmen as they moved on campus. In her daily work, she promoted the university and its mission by sharing her love for education by volunteering in a local elementary school classroom reading with students and assisting with math. She attended Town Hall meetings and learned of ways to recruit and retain students. Dr. Risacher often worked with Brittany Krull in the Office of Student Success, seeking support services for students. Her committee work included memberships on the Physical Plant and Grievance committees. Other work that she had participated in during previous years was commencement room coordinator. Due to the pandemic and shelter in place directive much of this work had to be concluded early. While not being able to complete some of these events, Dr. Risacher focused on supporting her students and was able to assist an international student who had suffered an injury earlier in the semester. Dr. Risacher established a course mid-semester that enabled the student to complete an independent study and maintain full-time student status as she had to withdraw from courses while she was recovering from her injury. While the pandemic cancelled many events, there were learning opportunities that Dr. Risacher took full advantage of by learning more about online platforms that supported student learning. One such platform that was utilized frequently was Zoom. While not a proclaimed expert, Dr. Risacher quickly learned how to

navigate this platform and work with students. This enabled students to remain engaged and successfully complete the academic year with little interruption to learning. She also utilized Microsoft Teams to communicate and engage with her colleagues and assist Mr. Deschneau with the review of articulated programs syllabi.

Additional work Dr. Risacher participated in for this criterion included:

- School of Education Faculty visits

- Admitted Student Day

- Transfer Student Days

- Visit Days

- Mustang Day

- New Student Registration

- Degree Checks-ensuring all courses are completed prior to graduation

- Teacher Education Recommendations for admission to the School of Education

- Review of Student Teaching Application-ensuring candidates are ready to student teach

Dr. LeAnne Syring continues to be an active committee member for Academic Affairs and the Committee for Institutional Assessment. She is also active on several statewide committees including the Early Childhood Special Education Consortium and the Special Education Workforce workgroup/Institutes of Higher Education. This year Dr. Syring was nominated and elected to be a Minnesota Association of Colleges for Teacher Education (MACTE) representative member from the MinnState caucus to the Peer Review Panel for Professional Educator Licensing & Standards Board (PELSB). Dr. Syring also served on two separate search committees for SMSU this year.

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 two state committees, the Salary Equity Committee and the State Graduate 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 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

- Dr. Yerigan and her family established an SMSU endowed scholarship in memory of their son, Clint. Clint's Kindness & Service Scholarship was created to recognize educators (seeking their masters) who are doing good work and deeds for others. A scholarship of roughly \$800 will be given out annually in perpetuity.
- Upon hearing about the graduate program merger, Dr. Yerigan envisioned a new structure with a coordinator concept and worked with program heads to refine it. With input from the faculty, she drafted a proposal for submission to administration. The proposal (with tweaks) was approved and a new graduate structure with coordinators for each division was created. This is a system that honors area expertise and reward accordingly.
- Dr. Yerigan served on three university search committees and chaired two.
 - LC/EDAL Faculty Position
 - Charter Program Marketer & Liaison
 - Charter Program Office Coordinator
- Dr. Yerigan led the EDAL program team with the task of revising and revisioning the entire program including the syllabi, course offerings, field experience, portfolio process, Ed Specialist degree, assessment plans, documents, advisory council, and team meetings. This will culminate with the BOSA review in June 2020.
- Dr. Yerigan served on the graduate curriculum committee and the graduate council.
- Dr. Yerigan wrote and received two grants.
 - Professor Sieling and Dr. Yerigan applied for a grant to fund Mental Health First Aid instructor training and course development. They received the grant.
 - Along with Dr. Lamb, Dr. Yerigan developed a charter leadership certificate program. A grant was written to MDE. We received \$233,000 with the possibility of nearly \$500,000 additional funds. The first couple years, this will bring 100% new revenue (without expenses) to SMSU.

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 utilizing Livetext typically at the end of their sophomore year. This online application was newly developed and adopted in AY2018 with a new version in AY2019 and again in AY2020. 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 212 Human Relations, candidates complete a Native American project and complete a text analysis for bias. MN Standards addressed via SOCI 212: 3D, J; 9C, G, I; 10D, E, G.

Checkpoint III: Methods

Assessment of Checkpoint III includes:

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

Standards -

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

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

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

Other areas of content assess the following key assessments:

ECE - ED 318 (kindergarten center), ED 361 (math unit)

ELED - ED 318 (kindergarten center), ED 361 (math unit)

Endorsements to Elementary:

Pre-primary -also ED 330

Math - ED 412 content methods course

Science - ED 413 content methods course

Social Sciences - ED 416 content methods course

Comm Arts - ED 414 content methods course

K-8 Spanish - ED 409 content methods course

SEC/K-12 - content methods course

DAPE - PE 220 unit

K-12 Reading - ED 451/551

SPED- SPED 430, SPED 480

TESL - TESL 435 (TESL unit)

CHECKPOINT IV: Student Teaching

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.

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

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

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

Licensure:

Following the posting of their degree, candidates must pass the final MTLE requirements for their licensure area; this includes tests in Pedagogy and Content for the grade level/content area they will be licensed in. When all requirements are met, candidates work through the Placement and Licensure Office to complete the application for licensure.

Results. Education faculty members meet several times per year to review various portions of the undergraduate assessment program. All faculty members participate in the review of applications from candidates for the Teacher Education Program and in the Graduation Portfolio Review. The focus of our review this year was again on the results of the NES EAS and MTLE tests. We found that students struggle most with the basic skills exam even

with the adoption of the MN NES EAS – Minnesota National Evaluation Series Essential Academic Skills (formerly MTLE) Basic Skills tests in Reading, Writing, and Math as compared to the content and pedagogy exams. This struggle has been noted as a statewide trend. Although we have seen an increase in scores on average, the exams continue to be a struggle for some candidates. It is important to note that the state average is somewhat skewed in that it includes both undergraduate programs and masters plus licensure programs from universities across the state.

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

http://www.mtle.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_AnnounceBasicSkills.html PELSB now allows candidates to waive the EAS tests in Reading, Writing, and Math if they have met a threshold with ACT scores or other national test scores. Details can be found on the PELSB website: <https://mn.gov/pelsb/aspiring-educators/requirements/> 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>

A main area of focus in assessment for the 2020 academic year continues to be the capstone for initial licensure, the implementation of the edTPA (Teacher Performance Assessments). The edTPA takes place during the student teaching experience, where teacher candidates write lesson plans for a unit or learning segment, videotape themselves teaching the unit, and collect and analyze student work. Candidates are required to complete written

commentaries in response to a number of prompts, and these materials are scored based on fifteen rubrics in the areas of Planning, Instruction, and Assessment. The edTPA is required for all initial licensure candidates and is not required for teachers seeking additional licensures. During the methods year, pre-student teaching candidates do a practice edTPA and submit their practice edTPAs to their university supervisors for review using the local evaluation. In preparation for the edTPA, content from the edTPA is included in the methods courses for all programs. During Fall 2019, all student teachers were required to submit their edTPA portfolios to Pearson or an external review by a Pearson-trained scorer. Scores were then reported back to the student, SMSU Education, and to PELSB. Should the candidate not pass the edTPA, he or she was remediated by faculty or the Director of Professional Educator Services 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 Spring 2020, PELSB changed requirements for the edTPA due to COVID-19 and the inability of candidates in some licensure programs to submit an edTPA that met evidence requirements. All candidates were required to complete the edTPA, and submit to Pearson for official scoring if possible. Three candidates were not able to submit to Pearson; their edTPAs were scored internally to provide candidates with substantive feedback. No candidates were required to remediate/resubmit given the costs and challenges presented by 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.

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 Teaching, Learning, and Leadership and Sports Leadership emphasis areas and the off-campus Teaching, Learning, and Leadership Learning Communities was reviewed by the Higher Learning Commission in 2016 and in preparation for the fall of 2018 focus report.

Assessment Plan. The assessment checkpoints for the Graduate programs in the Education Department were revised during the 2012-2013 academic year. The 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 a Research Project and a graduation portfolio requirement.

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

K-12 Reading, K-12 TESL, and 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 Board of Teaching requirements in their area of licensure. Scores for this review are kept in Livetext.

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

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

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

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

accomplished. Candidates will demonstrate mastery of the program goals in a graduation portfolio review. PECs has offered a cohort each fall since its conception in the fall of 2013.

Section IV: Strategic Plan

The School of Education updated the strategic development plan during the 2014-2015 academic year and again in AY2016, AY2018, AY2019, and again in AY2020. 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

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

Full Graduate Education Program Faculty	Associate Graduate Education Program Faculty	Undergraduate Education Program Faculty	Clinical Education Program Faculty
* Meet SMSU requirements for Full Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	* Meet SMSU requirements for Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	If no terminal degree, can teach or supervise only in area(s) of specialty, according to the IFO/MnSCU Contract	If no terminal degree, can teach or supervise only at levels of licensure.
Earned terminal degree	Earned Master's degree	Doctorate preferred; terminal degree required at the time of tenure application	Earned Master's degree
Earned teaching license	Earned teaching license	Earned teaching license	Earned teaching license
Minimum of 3 years contemporary E-12 classroom teaching experience. <i>*Updates may be needed with the pending adoption of the new PELSB unit rules.</i>	Minimum of 3 years contemporary	Minimum of 3 years contemporary E-12 classroom teaching experience is required for full-time positions; faculty teaching individual courses may have a minimum of one-year teaching experience in the E-12 setting per BOT rule.	Minimum of 3 years contemporary E-12 classroom teaching experience.
Engaged in scholarship	Engaged in scholarship	Engaged in scholarship	

Full Graduate Physical Education Program Faculty	Associate Graduate Physical Education Program Faculty	Undergraduate Physical Education Program Faculty	Clinical Physical Education Program Faculty
* Meet SMSU requirements for Full Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise in area(s) of specialty.	* Meet SMSU requirements for Associate Member of Graduate Faculty as approved by the Graduate Council, can teach or supervise only in area(s) of specialty.	Master’s degree minimum required in related area. If no master’s degree, can teach only in area(s) of specialty, according to the IFO/MnSCU Contract.	Master’s degree minimum required in related area.

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

*The full department voted in April 2016 to follow the Board of Teaching (now PELSB0 language to allow professors to have the minimum of one-year teaching experience in a particular discipline to be allowed to teach methods in licensure programs. When hiring faculty for full-time positions, the department continues to require three years E-12 teaching experience.

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

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

SMSU Requirements:

Full Member of Graduate Faculty: Full members of the graduate faculty shall hold the doctoral degree, or another degree nationally recognized as the terminal degree in that discipline. In addition to academic preparation, full members of the graduate faculty shall demonstrate a record of ongoing scholarly activity. Full members of the graduate faculty may teach any level of graduate courses, may be advisors of graduate students, chair student examining committees, and direct theses or alternate plan papers.

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

500-600 level graduate course and serve on student examining committees in their area of specialization as determined by academic achievement, professional training, and/or experience.

Appendix A -

[Institutional Report for Teacher Education](#)

Appendix B

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

The School of Education has aligned its foundational Standards of Effective Practice with the University mission, specifically, the Liberal Education Plan Student Learning Outcomes. This is demonstrated in the SEPs/SLOs Alignment Matrix as developed by faculty in AY2016 and furthermore elaborated upon in AY2017 and again in 2018, 2019, and 2020. This alignment has offered the department an opportunity to review our strategic plan and how it aligns with the university goals.

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

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

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

Attached are several documents supporting our assessment progress, including: Our assessment alignment of the SEPs to the LEP (Liberal Education Program, comparison of the AY2017 to AY2018 MTLE/EAS data, and edTPA scores for the AY2018 for all majors. This information will be updated with the RASL in September 2020.

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	PROGR AM SLOS	PROGRAM COURSES							CAPSTONE Student Teaching
		ED 101	ED 312 /SOC212	ED 301	ED 423	ED 443/444	ED 304 PSTE	EMAE ED MN STUDENT PROGRAM	
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, presentation	Was documented in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates to project requirements. ED 102 was removed from Key Checkpoint system when PERCA was adopted Jan. 2016
ED 312/ SOCI 212 Human Relations	3, 4, 6, 8, 10	Text analysis for bias; Native American Project	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates made to project requirements
ED 301 The Teaching & Learning Process & Lab	2-10	Classroom management plan	Currently available	Course instructors; Director of Professional	Review of results by faculty teaching the course,	Addition of assessment of student learning, edTPA features

				I Educator Services	reports to undergraduate Ed faculty	
ED 423 Classroom Management Theories and Practices & Lab	2-10	Classroom management plan	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Addition of edTPA features
ED 443/444 Action Research	2, 4, 6, 8, 9, 10	Action Research project	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Addition of edTPA features
ED 304 Pre-Student Teaching Experience Practicum	2-10	Evaluations using rubric completed by university supervisor and classroom mentor teacher	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Addition of practice edTPA
Student Teaching	2-10	Evaluations using rubric completed by university supervisor and classroom mentor teacher; edTPA scores	Currently available	Course instructors; Director of Professional Educator Services	Review of results by faculty teaching the course, reports to undergraduate Ed faculty	Updates to SMSU Lesson Plan to support the edTPA; requirement that students who do not meet state passing score remediate and resubmit prior to moving forward for licensure

edTPA Scores - all Majors - Fall 2018-Spring 2019
***To be updated with the RASL in September 2020**

Elementary Education:

Literacy - 14/18 students passed all three tasks, 77.8%

Mathematics - 4/6 students passed all three tasks, 66.7%

Overall - 18/24 students passed all three tasks, 75%

Early Childhood Education: 16/25 students passed all three tasks, 64%

All other content areas had less than 10 candidates; data not provided to protect privacy:

K-12 Performing Arts - 1 candidate

K-12 Physical Education - 8 candidates

5-12 Communication Arts Education - 2 candidates

5-12 Social Studies Education - 6 candidates

5-12 Math Education - 1 candidate

9-12 Science Education - 1 candidate

K-12 Special Education - ABS - 8 candidates, 100% pass rate

Three candidates achieved edTPA scores ≥ 50 , and passed with distinction:

Rachael Kellen, Elementary Literacy

Sarah Nowezki, Elementary Literacy

Stephanie Swenson, Special Education