

Southwest Minnesota State University
School of Education
Undergraduate & Graduate Programs
AY2019



Section I. Department Description & Overview

The School of Education plays a vital role at Southwest Minnesota State University and in the region, preparing educators and professionals to positively impact the fields of education and physical education. Being a dynamic school within SMSU, the Education department has experienced changes in the 2018-2019 academic year. The faculty in the Education and Physical Education programs moved forward to enhance growth in our current programs and to develop new and improve existing programs at both the undergraduate and graduate levels.

The *Education Programs* have developed the following mission and vision statements, along with the programs' core values. The Conceptual Framework was reviewed and faculty assisted in updating supporting research this academic year.

Mission: The mission of the Professional Education Program at SMSU is to create communities of practice where each learner is an active participant in the investigation of learning, teaching, and leadership processes. Teachers and learners will engage in educational theory, research, inquiry, critical reflection, and application in pursuit of excellence in education.

Vision: Communities of practice investigating learning and teaching.

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

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

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

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

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

Physical Education Program Goals:

A student with a Physical Education major:

- 1.) Values and participates in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (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.

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.

Faculty and Staff in the School of Education:

During the 2019 academic year, members of the School of Education included 17 full-time faculty, 10 head coaches, three assistant coaches, and several adjunct faculty. Additionally, 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.

Department Leadership:

- Dr. Sonya Vierstraete, Department Chairperson
- Dr. Debbie Van Overbeke, Director of Graduate Education – On Campus & Online
- Dr. Tanya Yerigan, Director of Graduate Education – Off Campus/Learning Communities
- Dr. Mary Risacher, Director of Early Childhood Education Distance Learning
- Dr. Brian Mumma, Director of Professional Educator Services (including edTPA and Livetext); mentored by Dr. Rhonda Bonnstetter, former Director of Assessment & Accreditation
- Dr. LeAnne Syring, Special Education Coordinator

Faculty: The following were members of the faculty of the School of Education in 2018-2019:

- Dr. Francis Albitz – taught in the Physical Education – Teaching program & PECS – Physical Education: Coaching of Sport
- Dr. Michelle Beach – taught in the 2 + 2 Early Childhood Distance program and Early Childhood Special Education
- Dr. Rhonda Bonnstetter – taught in undergraduate and graduate programs
- Mr. Michael Deschneau – taught in undergraduate and graduate SPED programs
- Dr. John Engstrom – taught in the off-campus graduate program
- Dr. Sharon Kabes – taught in both the on- and off-campus graduate programs
- Dr. Dennis Lamb – taught in the off-campus graduate program
- Ms. 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
- Dr. Paulette Stefanick – taught in the undergraduate ECE & ELED programs with a focus on Reading as well as on-campus graduate programs
- Ms. Marilyn Strate – taught in the Physical Education-nonteaching program
- Ms. LeAnne Syring – taught in the undergraduate SPED, ECSE, ECE programs
- Dr. Debbie Van Overbeke – taught in the undergraduate ECE & ELED programs as well as on-campus graduate programs; served as Director of Graduate Education for on-campus and online learners.
- Dr. Sonya Vierstraete – completed her fifth year serving as department chairperson, and has taught in the undergraduate and on-campus graduate programs with focus on 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:

- Daniel Allen – 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
- 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
- Tom Webb – Physical Education & Women’s Basketball Coach
- Jesse Nelson – Physical Education & Men’s Wrestling 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

Staff: The following were staff members of the School of Education in AY2019:

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, supervised 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 Education Department must demonstrate the ten Standards of Effective Practice:

1. Subject matter
2. Student learning
3. Diverse learners
4. Instructional Strategies
5. Learning environment
6. Communication/Technology
7. Planning instruction
8. Assessment
9. Reflection/Professional Development
10. Collaboration/Ethics

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

Teacher Education Programmatic Updates for AY2019:

The School of Education offered Introduction to Education as its premier venture into the College Now (concurrent enrollment) world. Ms. 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.

Mr. Michael Deschneau joined the School of Education faculty this year with his expertise in the areas of special education and charter schools. Mr. Deschneau taught and advised both undergraduate and graduate SPED students.

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.

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.

Currently, there are approximately 1,200 declared undergraduate education majors, with some double or triple majors declared.

Declared Majors	AY2018	AY2019
AGED	39	49
ARED	20	16
BIED	18	11
CAED	23	23
CHED	9	6
COCC	12	9
CSED	4	Not reported
ECE	321	311
ECSE	54	58
EDST	52	37
EDUP	16	8
ELED	257	271
ID	Not reported	3
MAED	28	17
MUED	22	22
PE	84	74
PETE	92	76
SPED	113	120
SSED	77	58
TESL	21	13
TOTAL	1262	1182

With the Teacher Education Program (TEP) application process, 51 teacher candidates earned full admission while 54 earned conditional admission. There were 19 pending applications as of the end of June 2019 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 AY2019, there were 81 student teachers with 44 student teachers placed in the fall and 36 student teachers placed in the spring. This total was similar to AY2018 with 79 student teachers placed for their final student teaching experience.

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 two 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. This May 2019, the Partnership was granted \$600,000 from the McKnight Foundation to fund this partnership for the next two years.

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.

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.

In April of 2019, the On-campus/Online Graduate Education Program hosted Dr. Aura Wharton-Beck to conduct the external program review, which was organized by Dr. Debbie Van Overbeke. Dr. Wharton-Beck is an assistant professor and Director of Administrative Licenses, (K-12, Director of Special Education, School Superintendent) in the Department of Educational Leadership at St. Thomas University. The program is currently awaiting the final report of the program review at the time of this annual report.

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 Udonthani Rajabhat University in Thailand. The program is an intensive three-week class. The group visited schools in the area, along with selected businesses and non-profit organizations. The class was taught by Dr. Sharon Kabes and Dr. Dennis Lamb. Robert Larsen is also instrumental in this program.

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 has created a policy handbook throughout the 2017-2018 academic year. The handbook was updated monthly with full department approvals. Although not complete, 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 Early Childhood 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; this is just a brief summary of faculty accomplishments.

A. Teaching, Learning, and Additional Assignments Highlights

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

Dr. Michelle Beach continued to integrate 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 rewrote several of her courses to add materials, videos and links in order to be able to eliminate or reduce the need for students to buy textbooks. Dr. Beach redesigned the Early Childhood Special Education program to be offered completely online and worked towards setting up other Education majors to also receive approval for online delivery. Dr. Beach was appointed by the State of Minnesota to the four-person team that will create four faculty instructional training courses for faculty who want to teach courses online.

Dr. Bonnstetter took on the interim role of Director of Professional Educator Services during June – August of 2018, and mentored Dr. Brian Mumma during his first year in the newly revised position. Dr. Bonnstetter completed the first year of her phased retirement this year. She taught several sections of ED 102 Technology: Classroom Applications in both face-to-face and online formats, assisted new adjunct faculty in teaching ED 301 Teaching & Learning Processes and lab, ED 304 Professional Development, ED 461 Educational Studies, ED 406 Secondary Math Methods/ED 412 Middle Level Math Methods, and supervised a student teacher and an ED 468 practicum.

Dr. Bonnstetter was the recipient of Minnesota Rural Education Association's "Distinguished Service Award", Nov. 2018.

Mr. Michael Deschneau joined the School of Education in AY2019. The primary focus for this past academic year was to evaluate course content, specifically course standards and expected student learning outcomes. The most significant changes occurred in the way students were expected to demonstrate their learning. These changes included further developed case study activities and collaborative projects in the areas of behavior management and special education student assessment. The goal was to bring additional practical experience to the courses that would bring exposure to activities special education teachers need in practice.

Dr. Sharon Kabes helped prepare for and successfully complete the Board of School Administrators (BOSA) five-year review of the SMSU Educational Administration and Leadership program. The review took place on December 12-14 2018. There was a positive recommendation of the program, and it was reported that the required BOSA standards had been met. Dr. Kabes coordinated, taught, and refined curriculum as well as trained co-facilitators for new learning communities in the Educational Administration and Leadership Program. This program was taught in a constructivist format and led by a team of co-facilitators composed of a university professor with school administrative experience and two active practitioners from different school leadership levels. Weekend agendas and syllabi were designed to encourage a broad range of constructivist activities including team-building, personal reflection, peer review, team research, and open-ended team projects. New materials, resources and books were reviewed and recommended annually. Additionally, Dr. Kabes coordinated the cooperative program with UDRU University in Udon Thani Thailand and a partnership with VDRU University in Bangkok.

Ms. Kandy Noles Stevens taught a variety of courses within the Education Department. She continued teaching educational technology and science methods courses. Her continued study allowed for the inclusion of some new elements into the courses – culturally responsiveness, STEM infusion, and curricular development – that are reflective of the best practices in education. She assumed the responsibilities of being the faculty mentor for the grant-funded College Now: Education courses. The duties of this position required travel to each of the partner schools around the state, and the Assistant Professor worked diligently to build relationships with and to mentor each extended faculty member. She developed a professional development shell course for the faculty to support their teaching and learning in the dual enrollment course. Additionally, she developed and implemented a day for the students and faculty in the College Now course to visit SMSU, to participate in educational courses, and to learn more about the Mustang family. Her efforts in teaching were awarded with a Graduate Excellence in Teaching award from the University of South Dakota.

Dr. Paulette Stefanick taught undergraduate and graduate courses, both online and face-to-face. Her main areas of teaching expertise are Reading/Literacy courses and Kindergarten methods courses. This equated to 15 credits each semester and six credits in the summer. Dr. Stefanick incorporated a variety of strategies and teaching methods into each of her courses. These included quizzes, article critiques, micro-teaches, strategy use, centers, presentations, papers, interactive notebooks, use of technology, and assessment activities. All methods courses included a 15-hour lab in an area school.

Dr. LeAnne Syring, with the guidance of Dr. VanOverbeke, completed the Plan for Assessment of Student Learning (PASL) and the Review of Assessment for Student Learning (RASL) for the Master of Science in Special Education program. She also worked with three new adjuncts for our spring semester Special Education courses. Dr. Syring's work focused on both the adjuncts and the students having a successful semester of teaching and learning. Dr. Syring continued to review her courses, valued the feedback from students, and will be revising the syllabi for her online courses to include video

lectures and information as well as optional Zoom meetings to meet the needs of the students per their request.

Dr. Debbie Van Overbeke converted ED 275 from an on-campus course to an online course and taught in fall 2018 and spring 2019. This conversion increased enrollment from an average of 15 students to an average of 25 students each semester. Student satisfaction remained strong for each semester. Additionally, Dr. Van Overbeke served as the on-campus/online graduate director that resulted in the following accomplishments:

- Planned and organized the On-campus/Online Masters in Education Program Review, which was held on May 10, 2019. Dr. Aura Wharton-Beck was the reviewer for the program.
- Wrote the RASL for the On-campus/Online Masters in Education.
- Revised the PECS LiveText Portfolio with Dr. Frankie Albitz and Dr. Brian Mumma to be used in each course throughout the program with key assignments that the professor of record will review and score.

Dr. Sonya Vierstraete served as the Chairperson for the School of Education for the fifth year. Dr. V. teaches and advises undergraduate and graduate students with a focus on elementary education, TESL, and literacy. She also served as SMSU's Faculty Athletics Representative.

Dr. Tanya Yerigan continued to serve as the Off-Campus Graduate Education Director while leading three learning communities including Marshall 2, Marshall 3, and Belgrade. In addition, at the request of area educators, she offered professional development AE classes for a total of 16 additional graduate credits.

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. Additionally, Dr. Beach published several Advising newsletters and Distance Learners newsletters and distributed them to SMSU Early Childhood and Early Childhood Special Education majors. Dr. Beach has published and presented at the national and international levels again this year:

Beach, M. (2019, April). *“Research-based Mindfulness Meditation as a Catalyst to Decrease Stress and Improve Productivity.”* Center for Scholastic Inquiry.

Van Overbeke, D., Stefanick, P., & Beach, M. (2018). *Technology practices of teacher candidates during field experiences: What are they using and how prepared are they?* Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 2091-2098). Las Vegas, NV, April 2019.

Beach, M. (2018). When Great Teaching Is Not Enough: Utilizing Student Perception to Increase Retention in Online Learning. In T. Bastiaens, J. Van Braak, M. Brown, L. Cantoni, M. Castro, R. Christensen, G. Davidson-Shivers, K. DePryck, M. Ebner, M. Fominykh, C. Fulford, S. Hatzipanagos, G. Knezek, K. Kreijns, G. Marks, E. Sointu, E. Korsgaard Sorensen, J. Viteli, J. Voogt, P. Weber, E. Weippl & O. Zawacki-Richter (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology* (pp. 1940-1944). Amsterdam, Netherlands: Association for the Advancement of Computing in Education (AACE).

Dr. Rhonda Bonnstetter had several creative works during the 2018-2019 academic year: Schoolmeester, W., Bonnstetter, R., Risacher, M., & Vierstraete, S. (2019). *Powerful teaching*. Dubuque, IA: Kendall Hunt Publishing Co.

Bonnstetter, R. (2018). *Teaching with technology: A guide for pre-service educators*, 2nd Ed. Cognella Academic Publishing: San Diego, CA

Hawaii International Conference on Education, Jan. 5-8, 2019; presented *Creating K-12 curriculum using Open Educational Resources (OER): Reflections on guiding three cohorts of teachers through the curriculum design process*, Honolulu, HI

Minnesota Rural Education Association Annual Fall Conference Nov. 11-13, 2018; presented Using edTPA for Teacher Growth with Dr. Matt Loyd; Cragun's Resort, Brainerd, MN

Mr. Michael Deschneau dedicated much time revising courses and the Special Education program in collaboration with Drs. LeAnne Syring and Michelle Beach. The standards in SPED 460/560 weigh heavily on the interactions among adults and students, more importantly the function of behavior and how as adults we perceive the purpose of student behavior. Ultimately, this added field experience will provide students with the opportunity to observe and develop skills that impact the student – teacher relationship. More importantly, this field experience can begin to fill a void of how behavior and adult responses to behavior effects student self-awareness and achievement. Additionally, Mr. Deschneau participated with a professional team of special education directors in completing a comprehensive systematic review of a school's special education program. The results of this review focused on state and federal compliance standards, identifying strengths within the systems in the school, areas of improvement along with recommendations and provided resources to further foster program development. Importantly, Mr. Deschneau has continued to work on his dissertation as the final component in obtaining his doctorate.

Ms. Kandy Noles Stevens continued her doctoral studies in Curriculum and Instruction with a specialization in STM (Science, Technology, and Mathematics). She completed her final coursework, which was an internship, during the Fall Semester and thus, became officially ABD. During Spring Semester, she completed chapters 1 and 2 of her dissertation and is currently completing chapter 3. The Assistant Professor continued her investment in the larger science education community and in the development of her students. She and two SMSU students submitted a proposal for presentation at the Minnesota Conference on Science Education and were invited to be one of the presenters at the Fall 2018 conference. Additionally, she was invited to be a speaker at the regional Minnesota Association of Environmental Educators at the beginning of Fall Semester, where she presented on ways to incorporate outdoor learning in a variety of educational settings. Finally, the Assistant Professor was selected last year to pilot an educational professional and curricular development program for the Jeffers Foundation. Her students participated in a training certification and then worked to develop lesson plans and activities for submission to the regional outdoor learning advocacy organization. The pilot program was a success and five SMSU students received accolades, had their original works published, and received financial stipends. The work of the Assistant Professor in the pilot program became an official model for the Jeffers Foundation for all teacher education program training.

Noles Stevens, K. (2018, August). *Making connections to vitamin "N"*. Presented at regional conference of the Minnesota Association of Environmental Educators, McColl Pond, Savage, MN.

Noles Stevens, K., Macki, C. & Linder, S. (2018, November). *A daily dose of vitamin "N"*. Presented at the annual Minnesota Conference on Science Education for the Minnesota Science Teachers Association, St. Cloud, MN.

Dr. Mary Risacher co-authored a book with colleagues.

Schoolmeester, W., Bonnstetter, R., Risacher, M., & Vierstraete, S. (2019). *Powerful teaching*. Dubuque, IA: Kendall Hunt Publishing Co.

Dr. Wendy Schoolmeester co-authored a book with colleagues.

Schoolmeester, W., Bonnstetter, R., Risacher, M., & Vierstraete, S. (2019). *Powerful teaching*. Dubuque, IA: Kendall Hunt Publishing Co.

Dr. Paulette Stefanick worked with colleagues to conduct research, write a paper, and submit it to a peer-reviewed journal. Their paper was accepted, and they presented it in March 2019 at the Society for Information Technology and Teacher Education (SITE) Conference, in Las Vegas, Nevada. The citation follows:

VanOverbeke, D., Stefanick, P., & Beach, M. (2019, March). Technology Practices of Teacher Candidates During Field Experiences: What Are They Using and How Prepared Are They? In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2091-2098). Las Vegas, NE, United States: Association for the Advancement of Computing in Education (AACE).

Dr. LeAnne Syring has successfully completed her dissertation and oral defense, earning her Ph.D. on December 18, 2018. Her dissertation has been published on ProQuest. This spring Dr. Syring presented her dissertation research at the CSI International Conference in Kissimmee, Florida. She has also been involved in presentations locally, regionally, and virtually. Dr. Syring was a proposal reviewer for the National 2019 Division of Early Childhood of the Council of Exceptional Children Conference.

Syring, L. (2018). *Administrators perceptions of inclusion in preschool: A qualitative multiple case study*.

Dr. Debbie Van Overbeke wrote the On-campus/Online Masters in Education Program Review, which utilized the LiveText platform for the report and the supporting artifacts. Additionally, Dr. Van Overbeke co-wrote and published/presented the following scholarship:

VanOverbeke, D., Stefanick, P., & Beach, M. (2019). Technology practices of teacher candidates during field experiences: What are they using and how prepared are they? In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2019*. Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

VanOverbeke, D., Stefanick, P., & Beach, M. (2019, March). Technology Practices of Teacher Candidates During Field Experiences: What Are They Using and How Prepared Are They? In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2091-2098). Las Vegas, NE, United States: Association for the Advancement of Computing in Education (AACE).

Dr. Sonya Vierstraete co-authors a blog entitled 'A Tale of 2 Profs: Sharing our Stories about Teaching, Learning, Leading, & Living with Dr. Wendy Schoolmeester, which launched in February 2014 at www.educonnections.org. Dr. V. co-authored a book with colleagues:

Schoolmeester, W., Bonnstetter, R., Risacher, M., & Vierstraete, S. (2019). *Powerful teaching*. Dubuque, IA: Kendall Hunt Publishing Co.

Dr. Tanya Yerigan remained active with researching and presenting. A few of her presentations are identified below.

- Don't Hate the Messenger: Educator Misconduct...Media Hype or Epidemic?, August 2018, Lakeview Schools, Cottonwood, MN
- Criminal Justice's Silent Opponents: Toxic Stress & Trauma Changing Everything, September 2018, Criminal Justice Class-SMSU.
- What's Snuffing Out Your Flame: The Truth Behind Educator Burnout!, October 2018
- Stayin Active in the Classroom, SMSU Thai Project, November 2018, SMSU
- Charter School Leadership: Charting a New Course, April 2019, Center for Scholastic Inquiry International Academic Research Conference, Kissimmee, FL.
- Education's Silent Opponents: Toxic Stress & Trauma Changing Everything, May 2019, Lakeview Schools, Cottonwood, MN.

C. Professional Development Highlights

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

Dr. Michelle Beach attended a number of conferences and professional development opportunities during the 2018–2019 academic year, including:

- Professional Development Workshop: *Equity Minded Language Workshop: A Tool for Culturally Relevant Leadership webinar*. Minnesota State Office of Equity & Inclusion, April 19, 2019.
- *4 must dos for math instruction webinar*. Scholastic. April 2, 2019
- Center for Scholastic Inquiry Annual Conference, Orlando, FL, April 2019.
- Society for the Integration of Technology in Teacher Education (SITE) 20th International Conference, Las Vegas, NV, March 2019.
- American Psychosomatic Society Annual International Research Conference, Vancouver, B.C., Canada. March 2019.
- *Six Ways to Engage Online Learners (webinar)*. University of Minnesota, January 19, 2019.
- *ReadSpeaker TextAid Demo Webinar*, MnState Accessibility Work Group, December 13, 2018.
- Accessing Higher Ground Virtual Conference, Accessibility in Higher Education. Broadcast to Northland Community College, East Grand Forks, MN, November 14-16, 2018.

Dr. Michelle Beach also completed the coursework for a Certificate of Learning Disabilities, SMSU, completed Fall, 2018.

Dr. Rhonda Bonnstetter attended several conferences/professional development opportunities during 2018-2019:

- SMSU 3rd Annual Technology PD Day, Aug. 22, 2018
- Minnesota Rural Education Association Annual Conference, Nov. 11-13, 2019, Brainerd, MN
- Hawaii International Conference on Education, Jan. 5-8, 2019, Honolulu, HA
- Minnesota Council of Teachers of Mathematics Spring Conference, Apr. 2-27, Duluth, MN

Dr. Bonnstetter participated in several webinars including Differentiation and the Brain pts 1 & 2, and several Ditch that Textbook Digital Summit sessions: Kristina Ishmael on the use of Open Educational Resources, Martin Cisneros on Helping ELL Students Succeed, and Matt Miller on Six Practical Ways to Amplify Learning with Technology.

Mr. Michael Deschneau recognizes having a professional expectation to maintain knowledge in best practice, including an informed understanding of current trends and practices in special education is imperative. This was accomplished in the following ways, maintained connections to school districts in the areas of conflict resolution, systematic

program delivery and evaluation, compliance review, and participation in professional development opportunities. The Booth Special Education Law and Leadership Conference included themes focused on inclusion and equity. What was intriguing about the topics discussed was not necessarily the impact special education or disability law has on educational environments, but how current precedent drives our evolving practice. Many of the presenters are individuals who shared their experiences and lessons learned with diversity and equity. An example of this was how Dr. Amy Rowley described her educational experience and perspective of lost educational opportunities because of being denied access. Until recently the Rowley case was the standard precedent in determining educational benefit regarding free appropriate public education (FAPE).

Dr. Sharon Kabes renewed texts for her classes. She also attended webinars, which addressed educational leadership or themes related to the master's courses. Dr. Kabes attended IT training seminars and training in using the new CH104 interactive classroom, where administration classes were held. Dr. Kabes served on the SMSU Professional Development Committee, and attended those professional development programs.

Ms. Kandy Noles Stevens continued her studies in her doctoral program with special emphasis on STEM education. She participated in ongoing development of environmental education and outdoor learning throughout the state by attending and presenting at conferences. The Assistant Professor was selected by the American Farm Bureau as one of the fellows for the Farm-to-STEM program and participated in the summer experience. She also maintained membership in the National Science Teachers Association, the Minnesota Science Teachers Association, and the Association for Science Teacher Education. She attended the McKnight Foundation's workshop for TeachingWorks for culturally responsive teaching practices. The Assistant Professor applied for and was selected to be a fellow for the SciGirls Gender Equity in STEM with training pending in Summer 2019. She was also selected for and initiated into membership into Kappa Delta Pi, the international education honor society.

Dr. Paulette Stefanick renewed her Minnesota Teaching License in January 2019 by submitting proof of completion of 125 Continuing Education Clock Hours for her Tier 4 Elementary teaching license with Kindergarten endorsement. Dr. Stefanick attended the Society for Information Technology & Teacher Education (SITE) International Conference in Las Vegas, Nevada from March 18-22, 2019, where she attended a variety of sessions and heard many excellent speakers. Dr. Stefanick chose to attend the following sessions at the 3rd Annual Technology Professional Development Conference, held at SMSU on August 22: Office 365 for Everyday Tasks, Office 365 in the Classroom, Teaching with D2L Brightspace, and Captioning Tools.

Dr. LeAnne Syring attended several conferences and presentations to stay abreast of advances in her field. These include *TeachingWorks* through the McKnight Foundation, *Motivating and Managing Hard to Reach, Uninterested and Disruptive Students* by Brian Mendler, *Creativity in the Classroom & Design Thinking* by Team Flipgrid, and the 3rd Annual Educational Technology Professional Development Day, offered by SMSU & MnWEST.

Dr. Debbie VanOverbeke was accepted as a fellow for the TeachingWorks-Minnesota Fellowship in Practice-Based Teacher Education. TeachingWorks is an organization at the University of Michigan led by Deborah Loewenberg Ball. As a fellow, she will work through December 2019 with seven other math methods professors from Minnesota Universities to develop our methods courses to use practice-based pedagogies that promote equity and social justice. Additionally, Dr. Van Overbeke:

- Attended the January 25 and May 6 – May 8 convening of the TeachingWorks-Minnesota Fellowship in Minneapolis. During these meetings, she learned how to implement the phases of the learning cycle with the pedagogy of discussion.
- Attended the 2019 SITE Conference on March 18 – 22. During this time, she attended sessions on ways to enhance the use of technology by teacher educators.
- Attended the Brian Mendler seminar at SMSU on February 1, 2019. The seminar presented valuable practices to meet the needs of all students within a classroom.

Dr. Sonya Vierstraete participated in Professional Development Days at SMSU, and the Minnesota Association of Colleges for Teacher Education conferences in the fall, winter, and spring. She attended the NCAA Convention in Orlando, Florida in January.

Dr. Tanya Yerigan completed a brain health certification and coaching program with world renowned researcher, Dr. Daniel G. Amen. She now holds certification as a brain health coach. Additionally, Dr. Yerigan renewed her licensure as a social studies teacher, school social worker, and state board licensed social worker.

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:

Ann C. Peters Scholarship: (JR academic standing)

1 Secondary Mathematics Ed or Elementary Ed major working toward a mathematics endorsement (half distributed Fall; half distributed Spring)

Carr Properties Scholarships: (FR/SO/JR/SR academic standing)

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

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

1 Art Education or Physical Education major
(half distributed Fall; half distributed Spring)

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

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

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

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

Golden Rule Scholarships: (SR woman academic standing)

3 Early Childhood or Elementary Education Senior Women
(one year non-renewable: half distributed Fall; half distributed Spring)

Keigh Hubel Rural Education Scholarships: (Admitted JR or SR standing)

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

Robert Schwerin Memorial Scholarship: (SR Education Major)

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

Kelsey Eberle: \$550 renewable

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

New this past year, the Winston Gittens Diversity in Education Scholarship was established to encourage teacher candidates from diverse backgrounds to pursue teaching.

Faculty members also support Action Research and Portfolio development and review at both the undergraduate and graduate levels. Many faculty members participate in the student mentee program.

The Education Minnesota Student Program (EMSP), a student organization sponsored by the Education Department, provides professional development, learning activities, grants, and social programming for all education students. The faculty advisors for this student group for 2017-2018 was Dr. Wendy Schoolmeester and Ms. LeAnne Syring.

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

Dr. Michelle Beach conducted two 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 two 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 supervisor for the elementary secondary and distance students' clinical experiences as well as the undergraduate action research conference in the spring of 2019. Dr. Beach participated in Hawaiian Night and College Now Day. Dr. Beach assessed and completed Graduation Portfolio Reviews for fall and spring student teachers.

Dr. Rhonda Bonnstetter participated in a number of opportunities to support student growth and development at SMSU, including the following:

- Assisted with the June 18, 2018 registration day
- Participated in the Meet Your Advisor day
- Served on or chaired the research committees for five candidates in the Masters in Education: Math Emphasis. Two completed their programs this year, Amanda Hinrich and Samantha Gardner. Three candidates who are in their first year of the program are Charlotte Hoffman, Amy Konradi, and Megan Hoffman.
- Assisted with the Elementary Clinicals, Early Childhood Education Clinicals, and Secondary Clinicals

- Assisted with the undergraduate Action Research Conference
- Assisted with Education Day for the College Now students
- Nominated Sara DeSmet for the 2019 Female Scholar Athlete award, and presented it to her at the Celebration of Excellence banquet
- Took one secondary math education student, Nicole VanLoy, to the Minnesota Council of Teachers of Mathematics conference in Duluth in April 2019

Mr. Michael Deschneau has participated in key teacher candidate experiences including, clinical observations and evaluation of action research presentations. He has addressed student advising needs in association to student scheduling, program review, and planning.

Dr. Sharon Kabes serves as the advisor for the Administrative Licensure Program.

Additionally, Dr. Kabes has:

- Served as reviewer at the annual Education Undergraduate Research Conference
- Served as a clinical supervisor for SMSU undergraduate teaching program
- Served as an advisor to graduate students
- Served as chair of the graduate committee of five on campus master's students
- Conducted independent study courses for five graduate students
- written recommendations for jobs and for admissions to doctoral programs for several students
- Supported diversity and inclusion programs and initiatives by attending the International Food Festival, African Student Night, the International Hooding programs and other activities.

Ms. Kandy Noles Stevens continued to implement research based best practices into her courses to model for her students effective pedagogical strategies for her students for their future teaching. For her online courses, she implemented elements of effective practice supported by MinnState's "What Works Well in Online Teaching" document. To aid student conceptual learning and to assist students with professional networking, the educator invited three organizations to present and share resources with her students. The three organizations (and their presentations) were the Jeffers Foundation (Team Teaching with Mother Nature certification), Sue Knott (Minnesota Ag in the Classroom educator resources) and National Geographic's Elaine Larson (Geo-inquiry). The Assistant Professor created a local STEM enrichment organization and invited students to be co-collaborators on curricular development and presentations to local children. Through her work as a doctoral student, the educator was mentored by Dr. Donald Easton-Brooks, a culturally responsive teaching (CRT) researcher and author. She arranged for Dean Easton-Brooks to be the keynote speaker at the Action Research Conference for the junior methods students. Using the knowledge gained from personal studies and conference attendance, the educator shared her expertise with the education students by presenting both for faculty (CRT) and for students (on the implementation of interactive word walls). Ms. Noles Stevens continued maintenance with the Office of Professional Educator Services by

servicing as a student teaching supervisor in the Fall and a Pre-Student Teaching Experience supervisor in the Spring.

Dr. Paulette Stefanick believes that any contribution she can make to student growth and development will be helpful in making SMSU teacher candidates stronger students and better educators. Some of the student activities Dr. Stefanick assisted with include:

- Attended Convocation
- Assisted with university advising sessions during the academic year
- Conducted regular advising days for my own advisees
- Served as faculty chairperson for two graduate action research projects
- Acted as a reviewer for undergraduate Action Research presentations
- Served as university supervisor for the Early Childhood Clinical
- Reviewed LiveText TEP applications for students seeking admission to the SMSU School of Education
- Participated in Graduation Portfolio Reviews for undergraduate students
- Conducted Reading Licensure Portfolio Reviews for graduate and undergraduate students

Dr. LeAnne Syring chaired ten graduate research projects, as well as being a committee member on an eleventh. Dr. Syring, along with Dr. Bonnstetter and Assistant Professor Deschneau traveled to the Dakota County Technical College to meet with the Superintendent of Intermediate School District 917 & 196. They presented our special education programs to Mr. Zuzek and, at a second meeting, to members of his staff. Dr. Syring also represented the Early Childhood Program at the Early Childhood/ Child Life & Transfer Fair at Dakota County Technical College. Dr. Syring was EMSP co-advisor with Dr. Schoolmeester for the second year. She also hosted a student mentor for the second year. Her advisee list included 83 students.

Dr. Debbie VanOverbeke advised 68 (43 graduate students and 25 undergraduate students) SMSU students, and chaired the final graduate action research papers for seven graduate students as well as chaired graduate action research papers for eight graduate students in various stages of completion. Dr. Van Overbeke supported teacher candidates by attending advising days at SMSU, evaluating undergraduate action research projects, and evaluating teaching during elementary clinicals.

Dr. Sonya Vierstraete conducted prospective student visits as requested by the Admission Office. She assisted at Admitted Students/Registration Days hosted by the Admission Office and assisted with Mustang Days. Dr. V. assisted student teachers with questions on the Elementary Literacy edTPA during support sessions offered throughout the year. She advises approximately 60 students, and serves as the advisor for the TESL program. Dr. Vierstraete acted as the graduate advisor to several students in the areas of Reading and Teaching English as a Second Language; she conducted licensure portfolio reviews for the TESL program. She is also an active supporter of SMSU Mustang athletics, attending SAAC - Student-Athletes Advisory Council meetings.

Dr. Tanya Yerigan presented on active learning to Dr. Lamb's group of Thai students. Additionally, she hosted the two Thai groups (Dr. Lamb and Dr. Kabes) at her home so they could experience a traditional MN meal, see a typical farm home, as well as meet with U.S. law enforcement. In addition to her off-campus graduate students, Dr. Yerigan volunteered to serve on a research committee for an on-campus graduate student.

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 served on several SMSU committees, including the Academic Technology Committee, the Multicultural Issues Committee, the Diversity and Inclusion Committee, the Student Technology Fee Committee, Disability Advocate Committee and the Teacher Education Advisory Council (TEAC). 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. Locally, Dr. Beach served as a research and dissertation mentor to LeAnne Syring and participated in several department 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 was active in a number of areas of service to the university and to the community during 2018-2019:

- Member of the Agriculture Education Advisory Council
- Worked with the Communications Arts faculty to develop courses for a minor and graduate emphasis in Technology for Training and Learning
- Served on the PELSB site review team for the first alternative teacher preparation program unit review for Lakes Country Service Cooperative in Fergus Falls, MN
- Served on the Teacher Education Program and Education Leadership teams for the School of Education
- Served as a program reviewer for PELSB in the areas of middle and secondary math and the Standards of Effective Practice
- Worked on the program approval process for the PE/Health Education program
- Served on the Honors Review Board
- Served on the Undergraduate Curriculum Committee
- Served on the search committee for the Early Childhood Education position
- Served on the Southwest Regional & Outreach Center advisory committee
- Served on the MACTE Executive Committee as the president-elect, taking on the role of President during the April MACTE Collaboration. She will serve as president for the next two years.

Dr. Michael Deschneau, along with Dr. Syring and Dr. Bonnstetter, made a connection with ISD 917. The intention was to introduce SMSU’s Para to SpEd, Masters, and Administration programs to interested staff. The goal was to establish a relationship in order to fill the licensing needs of ISD 917.

Coach Deschneau 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. Additionally, he served as a part-time assistant football for the SMSU Football Program. This experience afforded Mike the opportunity to facilitate relationships with students and staff outside the School of Education.

Dr. Sharon Kabes chaired the Graduate Council and the Graduate Curriculum Committee. Dr. Kabes is also a member of the Executive Committee, Indigenous Peoples Committee, and Professional Development Day Committee. Dr. Kabes is a member of the Marshall Community Orchestra, the SMSU University band and the Tracy Community Band, where she plays the clarinet.

Ms. Kandy Noles Stevens was invited to submit a proposal, was selected, and presented at Professional Development Day a session on Culturally Responsive Teaching. Additionally, she worked collaboratively with two fellow educators, Dr. Emily Deaver and Dr. Alyssa Anderson to draft a proposal for Campus Innovation funds and their work to create an outdoor classroom was one of the projects selected. Continued work by the three educators resulted in the submission of curricular proposals for a new Environmental Education minor and for the first time ever, the Assistant Professor of Education/College Now created a proposal for a new course: ED373 – Environmental Education Strategies. Additionally, through her work with the College Now program, the educator worked collaboratively with Dr. Sonya Vierstraete on the creation of a summer academy for future educators. Ms. Noles Stevens was invited to become a science education consultant with the SWWC service cooperative to present workshops to area teachers and teacher candidates. She, along with two other colleagues, Dr. Wendy Schoolmeester and Dr. LeAnne Syring, were selected to be keynote speakers at joint professional development day. She maintained her commitment to growing the SMSU family by serving as a representative at prospective student events as well as championing the university in her visits with high schools around the state. She continued her commitment to the community by serving in the capacities of philanthropic board member, national speaker, regional grief and organ donation advocate, and community volunteer.

Dr. Paulette Stefanick served on the Professional Improvement Grant committee. Dr. Stefanick is serving her third 4-year term as an elected member of the City Council for Garvin, Minnesota, attending monthly meetings as well as special meetings such as Board of Appeals and Community Information meetings. She is a member of the Garvin Auxiliary and is active in guild work at St. Mary's Catholic Church in Tracy, MN. Giving back to students, the university, and the community is part of who we are at Southwest Minnesota State University. For most of us, this time commitment is far understated. As a professor in the School of Education, Dr. Stefanick is continually engaged in relevant, meaningful service work that benefits students and the university. Examples of her service to SMSU include:

- Met with potential new undergraduate students who came for campus visits; also participated in informational meetings to attract new graduate students
- Wrote letters of recommendation for students applying for teaching positions, scholarships
- Assisted Dr. VanOverbeke with the Master of Science Program Review on May 3, 2019 with reviewer, Dr. Aura Wharton-Beck
- Assisted with graduate Hooding ceremony and attended Commencement
- Conducted Reading Licensure Portfolio Reviews for graduate and undergraduate students, as needed.

Dr. LeAnne Syring was a member of both the Academic Affairs Committee and the Committee for Institutional Assessment this year. She was also a member of several committees within the Education Department including; TEP workgroup, Undergrad Committee, Graduate Committee, Graduate Marketing Committee, and the School of Ed Strategic Planning Committee. Dr. Syring engaged in several university marketing opportunities, including; designing a flier for undergrad special education programs, continued to manage the SMSU Special Education Facebook page, and attended the National College Fair with the Admissions Office for the second year in a row. Dr. Syring participated on three statewide committees; ECSE Consortium, Institutes of Higher Ed (IHE) Forum, and the SpEd Workforce Workgroup. Dr. Syring also volunteered her time to the Junior Achievement Program as well as several on-campus activities.

Dr. Debbie VanOverbeke served on the following committees:

- HLC Criterion 3 committee that contributed to the successful HLC accreditation visit.
- As the chair of the Long-Range Planning committee, I was an automatic member of the Strategic Planning Committee. In this capacity, I specifically served on the Enrollment Management Planning section that developed action plans and outcomes for the enrollment management planning goals.
- State Graduate Committee that worked to raise awareness of the needs of graduate education in the MinnState system.
- SMSU Graduate Council and Graduate Curriculum Committee that worked to oversee and expand graduate education at SMSU.
- IRB Committee that ensured research conducted at SMSU was safe for human participants.
- State Salary Equity Committee that is in the process of developing criteria for annual salary review and for setting salaries with a revised salary calculator.
- Graduate Marketing Committee to develop plans for marketing the graduate programs.
- Attended the undergraduate, full faculty, and graduate meetings throughout the year to assist with the efficient operations of all the programs.

Dr. Sonya Vierstraete served on the SmSUFA Executive Committee as Vice-President. She chaired the Intercollegiate Athletic Advisory Committee. Additionally, she served on the search committee for the Professor of Education position as well as a member of the Presidential search for SMSU. 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 to serve on the MACTE Executive Board. She also volunteers in various classrooms at area schools.

Dr. Tanya Yerigan continued to serve on the Graduate Curriculum Committee and the Graduate Council. This year, Dr. Yerigan's research organization hosted a 7th international academic research conference highlighting 65 cutting-edge research studies with 85 researchers from 3 countries, 25 states, and 51 institutions. Additionally, Dr. Lamb and Dr. Yerigan edited and published two refereed journals.

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 2019. 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.

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. Criteria for admission may be found on the School of Education website: [Criteria for Admission](http://www.smsu.edu/academics/departments/education/teacher-education-program.html) <http://www.smsu.edu/academics/departments/education/teacher-education-program.html>

Updates since 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 three positive recommendations: one from an education faculty member, one from an academic reference, and one from their ED 101 Introduction to Education field experience mentor teacher. Candidates are asked to provide Verification of Experience in working with Children from two references as well. Another form relates to professional dispositions, and candidates

rate themselves and list three areas for improvement.

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

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.

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

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 PELS 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 PELS website: <https://mn.gov/pelsb/aspiring-educators/requirements/>. In the fall of 2017, 79 candidates who were admitted to the Teacher Education Program met this threshold; thus these candidates are not included in the MTLE EAS test results, 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 2019 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 the 2019 academic year, 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 the Minnesota Board of Teaching. 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 MTLLE scores, are part of the assessment program for all licensure programs.

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

Faculty members and coaches involved in teaching in the Physical Education programs developed a new mission, vision, program goals, and a program assessment plan, which were implemented in the 2012-2013 academic year. The Physical Education-Teaching major was included in the Board of Teaching accreditation review done in December of 2010 and the 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 is currently waiting for the final report.

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, and AY2019. This plan contains the following goals and methods for achieving these goals.

Goal Areas:

1. Develop and support state of the art programs that enhance learning, teaching, and leadership.
 - a. Prioritize selection and development of innovative and research-based programs;
 - b. Provide and advocate for diverse, multicultural and global education;
 - c. Develop structure for more faculty credits for licensure evaluation, accreditation/assessment for ED, and edTPA.
 - d. Continue to develop policies and procedures for the School of Education;
 - e. Promote and enhance awareness of the School programs internally and externally;
 - f. Recruit faculty, adjuncts, or co-facilitators who possess the knowledge and skills necessary to actively teach and promote the philosophy of the Education Department;
 - g. To decrease the School of Education's environmental footprint by reducing energy use and the waste stream.
2. Continue collaborating with stakeholders.
 - a. Promote continued strong partnerships with cooperating schools, programs, and agencies;
 - b. Promote strong support, involvement, and advisement for pre-service and in-service teachers;
 - c. Seek and develop new partnerships and programs with stakeholders.
3. Expand personally and professionally through Communities of Practice (Professional Education Faculty).
 - a. Participate in and facilitate learning, scholarship, personal, and professional development;
 - b. Encourage formal and informal development of our faculty through department faculty development; the sharing of resources, processes, and ideas; mentoring new colleagues, and providing assistance in difficult teaching situations;
 - c. Create community and nurture relationships among faculty and staff.

With the addition of the faculty from the Physical Education programs and nine coaches, the School of Education also needed to update the Faculty Requirements for teaching in the various programs within the School of Education. The latest revision is listed here.

**Southwest Minnesota State University
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.	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 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 and 2019. 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 PELS approved tests are considered acceptable; potentially the best standardized-test-takers are no longer being represented in our EAS scores.

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

Attached are several documents supporting our assessment progress, including: Our assessment alignment of the SEPs to the LEP (Liberal Education Program, 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 2019.

**School of Education Program Goals
and Student Learning Outcomes**

SMSU Teacher Education

Communities of Practice Investigating Learning and Teaching

Description

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PROGRAM NAME: Education

LEP SLOS	PROGRAM SLOS	PROGRAM COURSES							CAPSTONE Student Teaching
		ED 101	ED 312 /SOC212	ED 301	ED 423	ED 443/444	ED 304 PSTE	EMSP 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: MnTCM = 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	Review of results by faculty teaching the course, reports	Updates made to project requirements

				Educator Services	to undergraduate Ed faculty	
ED 301 The Teaching & Learning Process & 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 assessment of student learning, edTPA features
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

Essential Academic Skills & Minnesota Teaching Licensure Exams Results

*To be updated with the RASL in September 2019

16-17 Subtests	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	145	123	22	85%	85	15%	539.5	541.7
EAS Reading (08/16-Present)	150	138	12	92%	92	8%	544.7	552.2
EAS Writing (08/16-Present)	144	110	34	76%	76	24%	529.6	533.1
17-18 Subtests	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	112	75	37	67%	67	33%	530.8	540.8
EAS Reading (08/16-Present)	113	96	17	85%	85	15%	543.6	550.8
EAS Writing (08/16-Present)	125	88	37	70%	70	30%	525.4	530.7

edTPA Scores - all Majors - AY18
 *To be updated with the RASL in September 2019.

Elementary Literacy (03/12-Present)	54	3.6
Elementary Literacy (03/12-Present)	36	2.4
Elementary Literacy (03/12-Present)	52	3.5
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	40	2.7
Elementary Literacy (03/12-Present)	39	2.6
Elementary Literacy (03/12-Present)	45	3.0
Elementary Literacy (03/12-Present)	55	3.7
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	43	2.9
Elementary Literacy (03/12-Present)	43	2.9
Elementary Literacy (03/12-Present)	41	2.7
Elementary Literacy (03/12-Present)	42	2.8
Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	43	2.9
Elementary Literacy (03/12-Present)	40	2.7
Elementary Literacy (03/12-Present)	53	3.5
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	39	2.6
Elementary Literacy (03/12-Present)	43	2.9
Elementary Literacy (03/12-Present)	41	2.7
Elementary Literacy (03/12-Present)	45	3.0

Elementary Literacy (03/12-Present)	48	3.2
Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	41	2.7
Elementary Literacy (03/12-Present)	44	2.9
Elementary Literacy (03/12-Present)	48	3.2
Elementary Literacy (03/12-Present)	59	3.9
Elementary Literacy (03/12-Present)	42	2.8
Elementary Literacy (03/12-Present)	43	2.9
Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	53	3.5
Elementary Literacy (03/12-Present)	43	2.9
Elementary Math (03/12-Present)	47	3.1
Elementary Math (03/12-Present)	52	3.5
Elementary Math (03/12-Present)	47	3.1
Elementary Math (03/12-Present)	59	3.9
K-12 Phys Ed (03/12-Present)	35	2.3
K-12 Phys Ed (03/12-Present)	49	3.3
K-12 Phys Ed (03/12-Present)	42	2.8
K-12 Phys Ed (03/12-Present)	36	2.4
Secondary ELA (03/12-Present)	53	3.5
Secondary HSS (03/12-Present)	45	3.0
Secondary HSS (03/12-Present)	52	3.5
Secondary Math (03/12-Present)	47	3.1

Elementary Literacy (03/12-Present)	49	3.3
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	45	3.0
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	60	4.0
Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	41	2.7
Elementary Literacy (03/12-Present)	41	2.7
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	40	2.7
Elementary Literacy (03/12-Present)	45	3.0
Elementary Literacy (03/12-Present)	46	3.1
Elementary Literacy (03/12-Present)	42	2.8
Elementary Literacy (03/12-Present)	49	3.3
Elementary Literacy (03/12-Present)	48	3.2
Elementary Literacy (03/12-Present)	42	2.8
Elementary Literacy (03/12-Present)	44	2.9
Elementary Literacy (03/12-Present)	48	3.2
Elementary Literacy (03/12-Present)	45	3.0
Elementary Literacy (03/12-Present)	53	3.5
Elementary Literacy (03/12-Present)	44	2.9
Elementary Literacy (03/12-Present)	47	3.1
Elementary Literacy (03/12-Present)	49	3.3
Elementary Literacy (03/12-Present)	44	2.9
Elementary Literacy (03/12-Present)	44	2.9

Special Education (03/12-Present)	34	2.3
Special Education (03/12-Present)	44	2.9
Special Education (03/12-Present)	41	2.7
Special Education (03/12-Present)	47	3.1
Special Education (03/12-Present)	40	2.7
Special Education (03/12-Present)	43	2.9
Special Education (03/12-Present)	46	3.1

Average from 2016-2017	45.55
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Average from 2015-2016	40.89
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Average from 2014-2015	38.79
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(Continued)