

Southwest Minnesota State University
School of Education
Institutional Report on Teacher Preparation
Self-Study

Unit Site Visit
November 15-17, 2023



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Institutional Profile

Established by the Minnesota legislature in 1963, Southwest Minnesota State College enrolled its charter class in 1967. Since that time the University has undergone several name changes, beginning with a change from the original name to Southwest State College in 1975, then to Southwest State University, and finally to Southwest Minnesota State University in 2003. SMSU is one of 7 state universities and 32 colleges governed by the Board of Trustees of the Minnesota State Colleges and Universities (MinnState). Reflecting its current name, the University will be referred to as Southwest Minnesota State University (SMSU) in the remainder of this document, regardless of time referenced. SMSU is accredited by the Higher Learning Commission (HLC), most recently in 2018.

SMSU is located in Marshall, Minnesota, which is located in Lyon County in southwestern Minnesota. Marshall has a population of approximately 14,000 people, and is a regional hub and population center with approximately 200,000 people in the surrounding area. The MN legislature founded SMSU with a primary service area of the surrounding 19-county region in southwest Minnesota. Farming and agriculture-related industries are economic factors in the community, along with the CJ Schwan's Food Company, U. S. Bank, Runnings, RALCO, and SMSU as primary employers. The Schwan Regional Event Center (REC) and various sports-related venues such as the Recreational/Athletic (RA) Facility, the Red Baron Expo and Event Arena, and the Amateur Sports Complex are located in Marshall on or near the SMSU campus.

The E-12 public school system includes Park Side Elementary, Southview Elementary, Marshall Middle School, Marshall High School, and Marshall Area Technical and Educational Center, an alternative high school. There are also several private, parochial, and charter schools in the area. Early childhood programs include Early Childhood Family Education and Head Start in cooperation with Western Community Action; there are also preschools and childcare centers, including a childcare center on the SMSU campus.

SMSU offers undergraduate and graduate degree programs, including distance-learning degrees designed for students who cannot travel to the campus. Undergraduate degrees include Associate in Science, Bachelor of Science, Bachelor of Applied Science, and Bachelor of Arts. Graduate degrees include the Master of Business Administration, Master of Science in Special Education, Master of Science in Education, and Master of Science in Physical Education: Coaching of Sport.

Southwest Minnesota State University is a collective bargaining institution as prescribed in the Minnesota Public Employment Labor Relations Act. Bargaining occurs at the system level, rather than at the level of individual state universities. Interaction between faculty and administration takes place through a meet and confer process described in the [Master Agreement](#) between the Board of Trustees and the Inter Faculty Organization, the statewide faculty collective bargaining representative. Relationships between the administration and other employee units are governed by collective bargaining contracts and via meet and confer structures.

Mission and Vision for Southwest Minnesota State University and the School of Education

The School of Education has aligned its mission, vision, and strategic plan with the University's framework. The collective membership of the School of Education is responsible for carrying forward this strategic plan with the leadership of the chairperson, directors, and coordinators.

The vision statement and core values recognize the University's emphasis on attention to student needs, promoting respect for diverse voices, and encouraging sustainable actions.

Further, the University mission aligns with its governing system's mission and strategic priorities. The Minnesota State System mission is "The Minnesota State Colleges and Universities system of distinct and collaborative institutions offers higher education that meets the personal and career goals of a wide range of individual learners, enhances the quality of life for all Minnesotans and sustains vibrant economies throughout the state."

Southwest Minnesota State University Mission Statement

Southwest Minnesota State University prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities. Our comprehensive degree programs, taught in the liberal arts tradition, are dedicated to connecting students' academic and practical professional development experiences in southwestern Minnesota to the wider world.

SMSU School of Education Mission Statement

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

Southwest Minnesota State University Vision Statement

SMSU aspires to be recognized throughout Minnesota and beyond for being an inclusive and student-centered university.

SMSU School of Education Vision Statement

Inclusive communities of practice investigating learning and teaching.

Southwest Minnesota State University Value Statement

We value:

1. Discovery through innovative teaching, research and other high-impact experiences.
2. Civic engagement and strategic partnerships.
3. Developing broadly educated and well-rounded leaders.

Southwest Minnesota State University Strategic Plan

The Strategic Plan articulates six strategic priorities that will guide the University in pursuit of its Mission, Vision, and Values. As a first priority, and in all of its actions, SMSU will make central equity, diversity, and inclusion. The Strategic Plan is driven by this overarching commitment and by a consistent focus on student success and engagement. The priorities, goals and objectives that follow identify the ways we will put our vision and values into practice.

Southwest Minnesota State University Strategic Priorities:

1. **Affirm and support diversity, equity, and inclusion.** Increase campus diversity, ensure inclusive learning, social, working, and living environments, and eliminate equity gaps.
2. **Inspire academic success and discovery through innovative teaching, research, student support services, and other high-impact experiences.** Foster high-quality teaching and learning, and a campus culture that encourages, celebrates, and promotes undergraduate and graduate student and faculty research and creative work.
3. **Foster civic engagement and strategic partnerships.** Develop deep, reciprocal, equitable, and sustained partnerships within our community and region that contribute to the public good, positively impact the environment, strengthen the local and regional economy, and enhance the education of our students.
4. **Support student engagement and leadership development.** Offer holistic support services and opportunities for student engagement that contribute to the development of well-rounded leaders.
5. **Ensure Effective Institutional Operations and Community Well-being.** Create a supportive environment focused on the physical, intellectual, and emotional well-being of the University community.
6. **Increase enrollment and improve retention.** Create and maintain academic and student affairs partnerships to increase and retain enrollment.

SMSU School of Education Strategic Plan

The [strategic plan](#) for the SMSU School of Education is published on our SoE website for stakeholders to view and consider implications for teaching and learning related to Education.

Teacher Preparation Program Profile

The competency/performance-based Teacher Preparation Program (TPP) at Southwest Minnesota State University (SMSU) is based upon state and national standards. The TPP moves its candidates from research and theory on best practices in education into classroom practice to support the development of highly qualified teachers with a focus on student learning. To understand the current model, *Inclusive Communities of Practice Investigating Learning and Teaching*, it is important to know some of the history over the past 50 years of continuous development in teacher preparation at SMSU.

The Minnesota Department of Education approved the Teacher Preparation Program (TPP) at Southwest Minnesota State University (SMSU) in 1971 (1986 *Institutional Report on Teacher Education*, p. 36). This was also the year of the charter graduating class of 241 candidates. The program has always been innovative and highly experiential, preparing teachers to succeed in a variety of settings. It was designed as a competency-based, individualized program, where preservice teachers demonstrated their ability to influence the appropriate learning of students. The three original core concepts were (a) individualized, (b) personalized, and (c) field-based; these concepts supported the development of learning and teaching skills. Candidates worked with advisors to make decisions about their learning programs. It was recognized that competency development required varying lengths of time for study, research, and experience.

The Individualized Learning Building (IL) included the Learning Center, which was the hub of learning for teacher education on the campus. The original program was designed with modules and competency packages (ComPacs or learning guides) that allowed each candidate to proceed at an individual pace. Group seminars provided learning opportunities on specific topics. The program model included five steps:

- 1 - Identify educational outcomes
- 2 - Determine the condition of the learner
- 3 - Select materials, activities, and reinforcements for the learner
- 4 - Organize and manage the learning environment
- 5 - Evaluate progress and assess the new condition of the learner

Within a few years, a sixth step, Human Relations, was added. The Institute trained faculty members for the Development of Educational Activities in components of Individually Guided Education. They then provided training, based on the philosophies and components of the program, to area school personnel.

In 1981, a cohort model of Education Blocks was added to create more of a social context for learning and teaching. The Elementary and Secondary/K-12 Education Blocks included clusters on growth and development, theories of learning, school organization, and philosophy of education. Each block had a field experience component.

Regular experiences in E-12 schools throughout the program were, and remain, valued. One of these clinical experiences required the candidates to team plan and teach a thematic unit with learners for two days in an area school. This practice continues today in area schools. Originally, five districts were designated Center Schools (Canby, Granite Falls, Marshall, Montevideo, and Pipestone); they served much like the Professional Development School model. A coordinator, jointly hired by each district and Southwest Minnesota State University, provided support to classroom supervisors and preservice teachers in that district. In 1986, there were eight cooperating schools with contracts to

supervise student teachers: Canby, Fulda, Granite Falls, Marshall, Montevideo, Pipestone, Redwood Falls, and Tracy. Other rural southwest Minnesota schools were available for early field experiences. Today, Southwest Minnesota State University has contracts with 167 schools for the supervision of clinical experiences, including the culminating student teaching experience.

By the 1991, the Minnesota Board of Teaching review, the Teacher Preparation Program described the *effective educator* as one who created a positive climate where all students had an equal opportunity for learning, who understood that self-esteem was the first building block to growth, who used a variety of research-based teaching strategies that kept students actively involved, and who was a self-renewing person (*Institutional Report on Teacher Education, 1991*, p. 31). While terminology is somewhat different, the consensus beliefs identified by faculty then are similar to the values and beliefs supported by the program today. The consensus beliefs identified in 1991 included:

- Inclusive education as a constant goal
- Self-respect and respect for others
- Empowerment and involvement of both teachers and students
- Partnership with parents and community
- The problem-solving nature of teaching and learning
- The power of cooperative and collaborative actions. (p.32)

In 1991, a new licensure program in Early Childhood Education (ECE) began and had its first program completers in 1993. The B.S. in Early Childhood Education shared the same conceptual framework as other programs and included additional practicum and internship outcomes specific to early childhood (*1996 Institutional Report*, p. 5). During this time, a required interview for Teacher Preparation Program candidates was added to the process of admission. The admission process had previously been a review of the written application materials. A point system was added to determine qualified candidates. Monitoring candidate progress throughout the program was done by the Education Department faculty through regular staffing related to performance in course content, language competency, and field experiences. Candidates' dispositions (habits of mind and heart) were identified and assessed using the Teacher Education Readiness Inventory, with indicators similar to those published by Selection Research, Inc., of Lincoln, NE. Technology also received emphasis through specific courses and seminars.

Also in 1991, Elementary Education graduating seniors were the first to be required to participate in the Portfolio Project, funded by the Minnesota Board of Teaching. Each education course syllabus indicated one assignment to be completed for the portfolio, and dispositions were emphasized through this portfolio development. An elective course, ED 303 Professional Development, was designed to expand and support the process. At that time, candidates in the Secondary/K-12 licensure programs were invited, but not required, to participate in the Portfolio Project.

A new Master of Science in Education nonlicensure program enrolled its first students in 1995 with nineteen candidates in the first cohort group. Each candidate selected a specialization in Early Childhood, Education Leadership, Elementary, Health, Mathematics, Music, Physical Education, Science, or Social Studies. A specialization in Language Arts and Literature was added later. The program evolved to an off-campus Learning Community format in collaboration with the Minnesota High Success Consortium, Inc., a nonprofit organization. In 1998, Southwest Minnesota State University assumed full responsibility for the program. The program grew dramatically and the SMSU Administration separated the off-campus graduate, nonlicensure program from the Education

Department, creating the Educator Development and Leadership Department in the spring of 1999. A smaller on-campus Master of Science Learning Community nonlicensure program remained in the Education Department.

In 1996, Southwest Minnesota State University filed an *Institutional Report on Teacher Education* for the National Council for Accreditation of Teacher Education (NCATE) and the Minnesota Board of Teaching (BOT). An intensive review and revision process evolved into the conceptual framework, *Communities of Teachers and Learners*. The Education Department has an ongoing commitment to the concept of inclusive learning communities, “where the different experiences of participants are valued and brought together for the good of everyone. In the teaching/learning community, those held first under our care in classrooms and schools are the students” (1996 *Institutional Report*, p. 3). The program model included a Venn diagram with *the learner* in the center of three components, *content, collaboration, and assessment*. The four program outcomes were:

- Use learner-centered models of teaching and learning
- Engage learners in challenging content
- Use a collaborative approach
- Demonstrate accountability for goals and assessments.

Education faculty members collaborate with the SMSU library personnel to provide resources for technology and information literacy. Early Childhood Education, Elementary Education, Early Childhood Special Education, Teaching English as a Second Language, and Special Education – Academic Behavior Specialist majors are required to conduct an action research project that includes support from the library. These projects have supported the development of leadership skills for candidates, as well as inquiry and data-driven teaching and learning practices.

Throughout SMSU’s history, there has been collaboration with stakeholders in the process of continuous development of Teacher Preparation Programs. The collaboration has included input from current students, alumni, cooperating school personnel, university supervisors and community representatives to the Teacher Education Advisory Committee, and faculty from arts and sciences along with physical education through the Campus Liaison Committee.

Southwest Minnesota State University converted from quarters to semesters during the 1996-1997 academic year. This meant revising all programs while the Minnesota Board of Teaching was also implementing changes to the licensure structure. A transition year was the beginning of many significant changes for teacher education at SMSU. In 1996, SMSU was not sufficiently organized for national standards, and NCATE accreditation was no longer pursued. The Board of Teaching, however, affirmed that SMSU graduates were highly qualified teachers and approved the continuation of all programs.

In 1997, Southwest Minnesota State University began the process of redesigning all Teacher Preparation Programs to meet the new BOT licensure structure. By fall of 2001, all of the newly revised programs had been approved. During this time, there were many other changes occurring in teacher education at SMSU, including increased numbers of candidates and budget concerns. Even with these challenges, a focus on quality teacher education was maintained. In addition, extended options for teacher education were implemented with articulation agreements between SMSU and two community colleges.

An articulation agreement with Minnesota West Community and Technical College (MnWest) in June 2001 provided access for MnWest students in Early Childhood Education to complete their four-year teaching degree at SMSU. The MnWest students completed their Associate of Arts degree and then worked toward the B.S. in Early Childhood Education at SMSU.

Another articulation agreement was signed with Central Lakes College (CLC) in Brainerd in November of 2002. This agreement provided the SMSU Elementary Education degree on the CLC campus in north-central Minnesota. The first cohort of 40 candidates began in the fall of 2001. This program was discontinued in 2007 due to low enrollment in the program and continuing budget concerns at SMSU.

In the fall of 2002, the Minnesota Board of Teaching approved four Special Education licensure fields at SMSU: Developmental Disabilities, Early Childhood Special Education, Emotional Behavior Disorders, and Learning Disabilities. The addition of these programs helped to fulfill a longtime goal of SMSU.

The Reading licensure program was approved in 2003 and was offered for the first time in 2004. This program provides an additional licensure option to teachers throughout the area to provide intensive support to struggling readers in grades K-12.

The 2 + 2 ECE program began with a grant from the Bremer Foundation in 2005. The program is based on articulation agreements from AA, AAS, and AS degrees in community and technical colleges across the state. These articulation agreements allow students to complete a four-year Bachelor of Science degree for licensure in Early Childhood Education at Southwest Minnesota State University through a distance-learning program. This program was first offered in 2006, and has grown as programs, such as Head Start, began to require formal training for their teachers.

The 2010 academic year brought a host of new changes to Southwest Minnesota State University, the Education Department, and the Teacher Preparation Program. First, SMSU worked throughout the year to develop a new Liberal Arts Core to be implemented in the 2011 academic year. The faculty of SMSU worked together to design a liberal arts curriculum that would assist learners in meeting the Minnesota Transfer Curriculum via ten learning outcomes.

The second change was the Minnesota State College and University system mandated to have all majors meet a 120-credit maximum threshold. This change was also implemented during the 2011 academic year. With the exception of K-12 Music Education and 5-12 Social Studies, which filed for an exemption throughout the Minnesota State System, all other licensure programs are required to be completed in no more than 120 credits, not counting additional endorsements or minors.

The third group of changes was brought about by the Minnesota Board of Teaching. The addition of new Standards of Effective Practice in the area of reading necessitated the addition of a new course in Early Literacy and Linguistics for Early Childhood Education and Elementary Education majors, and the addition of new content to the Teaching Reading in the Content Area course for the Secondary/K-12 majors and middle level endorsement licensures. Another major change was the conversion of the Elementary Education licensure from a grade K-6 with a required specialization to a stand-alone grade K-6 Elementary Education license with optional endorsements. This requirement went into effect during the fall of 2010.

The SMSU Education Department applied to the Minnesota Board of Teaching for approval of licensure in Teaching English as a Second Language. Approval of this program was granted in September 2010, and it was offered for the first time in the fall semester of 2011.

In 2012, the Minnesota Board of Teaching established fundamental changes in the structure of Special Education licensure programs. The Special Education- Academic Behavioral Strategist (SPED-ABS) licensure, which allowed candidates to teach students with special needs at the mild to moderate levels of developmental disabilities, specific learning disorders, emotional/behavioral disorders, autism, and other health impairments, was put into rule. This new license was particularly helpful to rural schools, where a special education teacher might care for students with special needs in multiple categories, and would previously have needed to obtain multiple licensures. SMSU was approved to offer the SPED-ABS licensure in 2013. Under rule at that time, those obtaining the SPED-ABS licensure were required to obtain a license for a moderate to severe licensure area at the time of renewing the five-year license. SMSU was approved to offer licensures for the moderate to severe levels of developmental disabilities, specific learning disorders, emotional/behavioral disorders, and autism spectrum disorders at the graduate level for those who held the SPED-ABS licensure.

At the undergraduate level, the Early Childhood Special Education degree for children with special needs from birth to age six was offered for the first time in the fall of 2014. It continues to grow, and the first ECSE teacher candidates successfully completed student teaching during the AY2017. This is considered an area of high demand as identified by the Minnesota Department of Education, so we are providing support for our constituents.

At the graduate level, the School of Education was pleased to receive approval from the Board of School Administrators (BOSA) to offer the Education Administration licensure for Principal, Superintendent, and Director of Special Education in April of 2014. The first cohort for this program began fall 2015 utilizing the learning community format with the summer leadership institute in July of 2015. Candidates may earn the Education Specialist degree, or Ed.S. After receiving approval this past year, this is the first degree offered at SMSU beyond a master's degree.

Throughout the past two decades, there have been a number of changes in leadership. Associate Provost, Dr. Mary Hickerson, retired in June of 2010, and was replaced by a new Associate Dean, Dr. Vernon Harlan. Our Dean of Business, Education, and Professional Studies, Dr. Donna Burgraff, left in June of 2010 and was replaced by Dr. Daniel Campagna in July of 2010, who was then replaced by SMSU faculty member, Dr. Raphael Onyeaghala, in July 2011, who continues in this role today. Senior faculty member, Dr. JoAnne Glasgow, retired in August of 2010, and was replaced by Dr. Sonya Vierstraete after serving as an adjunct faculty member for five years.

Dr. Mary Risacher was hired full-time as a fixed-term faculty member in AY2014 after serving as an adjunct and fixed-term sabbatical replacement. Dr. Kimberly Coy was hired as a tenure-track Special Education (SPED) faculty member in AY2016 with the retirement of Dr. Verna Cornish. Later, LeAnne Syring was hired full-time as a tenure-track SPED faculty member in AY2017 when Dr. Kimberly Coy moved to an institution on the west coast. Dr. Chris J. Anderson was hired as a full-time SPED faculty member in AY2017 and AY2018 with support from grant funding.

The Para-to-Sped program was developed over a three-year timeframe by request and in collaboration with Southwest/West Central Service Cooperative, and with legislative funding, an additional faculty member has joined the School of Education to coordinate and teach in this program, Dr. Chris J. Anderson. This program has been designed with paraprofessionals in mind who are working full-time in the field of special education and have experience working with this specific population of learners. The student teaching requirement includes a yearlong placement with a licensed classroom mentor to guide them while they are continuing to work in their own position. The Para-to-SPED candidates complete the same coursework and field experiences as the ABS teacher candidates.

SMSU was pleased to be approved in spring 2017 to offer licensure for K-12 Special Education in the categories of specific learning disorders, emotional/behavioral disorders, and autism spectrum disorders at the mild to severe level for those who currently hold a categorical license in Special Education prior to the SPED-ABS licensure. These programs are offered at the graduate level for licensure only or as part of our Master's Degree in Special Education program.

Although not new to the University, Kandy Noles Stevens was hired in AY2019 as part of concurrent enrollment grant funding. The position was then formally searched and converted to probationary tenure-track in AY2022 with Dr. Kandy Noles Stevens continuing to serve in the role. Under Dr. Kandy's watch, the College Now Education courses/schools have shown strong positive growth. With ED 101 Introduction to Education & LAB in the schools as the initial course for College Now implementation, the SoE TPP have begun offering ED 251 Introduction to Child Growth & Development as well as ED 312 Human Relations for Teachers as part of the Students Aspiring to be Educators Academy.

Michael Deschneau was hired in AY2019 as a fixed-term Special Education faculty member and remained for two years before moving closer to family. Dr. Sarah Huseby was hired in AY2020 as a probationary tenure-track Education faculty member with a focus on literacy, linguistics, and multilingual learners.

The inclusion of dyslexia requirements into teacher preparation began the summer of 2020 with the state mandate. This provided an opportunity to strengthen our literacy courses and map the standards across the literacy courses to create a more robust curriculum and effective teacher candidates.

SMSU was approved to offer post-baccalaureate Special Education – Academic Behavior Specialist and ECSE – Early Childhood Special Education beginning the fall of 2021.

In AY2021, Christine Quisley was hired as a fixed-term faculty member with grant funding to serve as the dedicated instructor, advisor, and coordinator for the Southwest Teacher Preparation Partnership (SWTPP) with Worthington 518 and Minnesota West. Dr. Lori Reese was hired as a fixed-term SPED faculty member in AY2021 with Deschneau's departure. Dr. Reese's position was converted to a probationary tenure-track position in AY2022, and given the growth in our Special Education program, Dr. Donna Pettit was hired as a fixed-term SPED faculty member as well.

Also, in AY2021, the SoE TPP received initial approval for the Para to TESL (PATL) licensure program with reporting due by December 31st.

There were 77 student teachers during the 2022 academic year; nine of those candidates were Para-to-SPED candidates completing a yearlong student teaching experience. In addition, there were 10 advanced student teaching/practicum candidates. In the fall of 2022, there were 65 student teachers. In addition, there were 20 advanced student teaching/practicum candidates (including five from summer 2022).

In AY2022, Dr. Toni Beebout-Bladholm was hired to serve as a fixed-term faculty member with half teaching load and half her load being dedicated to serve as the Director of Assessment, Accreditation, & Licensure. Dr. Bladholm moved to full-time teaching with a focus on secondary candidates in AY2023.

In the fall of 2022, SMSU was approved to add post-baccalaureate TESL – Teaching English as a Second Language to licensure offerings.

Assessment & Accreditation

In July 2014, Dr. Sonya Vierstraete became the Chairperson for the School of Education and continues to serve as chairperson and unit leader. Dr. Rhonda Bonnstetter maintained the Assessment & Accreditation Director position while continuing to teach full-time with three credits release time. During this time, Dr. Sonya Vierstraete served as the Director of Assessment & Accreditation while Dr. Bonnstetter was on sabbatical during AY2016. Dr. Amy Christensen served in the role of edTPA and Livetext Coordinator during AY2016 and AY2017. In August 2017, Dr. Matt Loyd was hired as a full-time Director of Assessment & Accreditation, which includes the role of edTPA and Livetext coordinator. When Dr. Loyd left the position in May of 2018, faculty with reassigned time, specifically Dr. Rhonda Bonnstetter, filled the position. In the summer of 2021, Dr. Toni Beebout-Bladholm was hired as Director of Assessment, Accreditation and Licensure as a faculty member with reassigned time. Dr. Bladholm moved into teaching full-time, and Kala Kopitski was hired as the Director of Assessment, Accreditation, and Licensure in July of 2022.

Office of Placement & Licensure

We have had much turnover in the role of the Director for Placement and Licensure over the last decade or more with this position. Interim Director Sheryl Kaiser was hired in AY2010 until AY2013 when Dr. Rhonda Bonnstetter served as the interim director from June to September 2013 before hiring Nicole Lydick from October 2013 – July 2014. Dr. Rhonda Bonnstetter served on an interim basis again from July to October 2014, and then Dr. Amy Christensen was hired. In 2018, Dr. Brian Mumma was hired and served until 2020. Ms. Lisa Mischke in the spring of 2020 with Christine Quisley serving as the interim director from December 2020-June 2021. Rebecca Panka was hired as the Director of Clinical Experiences in Education in June of 2021.

The Placement Coordinator has been consistent with Faye Johnson serving in the role for more than 20 years. The Placement Coordinator reports to the Director of Placement and Licensure along with the administration assistant for the Placement & Licensure Office.

Administrative Support for the School of Education

Both of our long-time support staff members also retired in the summer of 2010 Joyce Person, administrative assistant for the Education Department, was replaced by Carol Bossuyt. Dianne Eis, administrative assistant for the Placement and Licensure office, was replaced by Marcia Hubner. Carol Bossuyt was promoted to a position in the Business Office in February 2016, and Jennifer

Swanson moved to the role of administrative assistant for the School of Education. The administrative assistant for the Placement and Licensure Office has also seen several turnovers in the past few years and is now held by Stephanie Fladhammer for several years and moving from part-time to full-time in AY2022. This plethora of personnel changes has left a void in our historical knowledge at both the institutional and program levels.

Teacher Preparation Programming & Licensures

The conceptual framework *Inclusive Communities of Practice Investigating Learning and Teaching*, state and national standards, the mission and vision of teacher education, wisdom of practice, and explicit focus guide direction for the development of teacher education at SMSU on learning by all. This provides the assurance of high-quality teaching and learning for all who are involved in the Teacher Preparation Program.

The Teacher Preparation Program licensures 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

As of the fall of 2022, the licensure programs in SMSU's Teacher Preparation Program include:

Early Childhood Education (Birth – grade 3)

Early Childhood Special Education (Birth – age 6)

Elementary Education (K-grade 6) with optional endorsements:

Preprimary (adds ages 3-5)

Grades 5-8 Communication Arts/Literature

Grades 5-8 Mathematics

Grades 5-8 Science

Grades 5-8 Social Science

K-8 World Languages & Cultures: Spanish

Grades 5-8 General Science

Grades 5-12 Agriculture Education

Grades 5-12 Communication Arts/Literature emphasis

Grades 5-12 Communication Arts/Speech emphasis

Grades 5-12 Health

Grades 5-12 Mathematics

Grades 5-12 Social Studies

Grades 9-12 Life Science

Grades 9-12 Chemistry

K-12 Music: Instrumental and Classroom Music

K-12 Music: Vocal and Classroom Music

K-12 Physical Education with optional endorsement:

Pre-K-Grade 12 Special Education: Developmental Adapted Physical Education (DAPE)

K-12 Reading Endorsement

K-12 Special Education: Academic Behavioral Strategist (SPED-ABS)

K-12 Teaching English as a Second Language

K-12 Visual Arts

Offered as additional licensure to individuals who hold a MN teaching license:

Special Education: Autism Spectrum Disorders

Special Education: Emotional/Behavioral Disorders

Special Education: Learning Disabilities

Offered as additional moderate to severe licensure for those with SPED-ABS licensure:

Special Education: Autism Spectrum Disorders

Special Education: Developmental Disabilities

Special Education: Emotional/Behavioral Disorders

Special Education: Learning Disabilities

In addition to the majors offered, minors are also available for licensure: Developmentally Adaptive Physical Education (DAPE), K-12 Reading, and the middle level endorsements *and* nonlicensure: Special Education and K-12 Teaching of English as a Second Language.

More information about the major accomplishments of the School of Education and the Teacher Preparation Program can be found in the annual progress reports from the past several years. The Annual Reports available online on the [SMSU School of Education Accreditation webpage](#).

Unit Evaluation Rules

The Institutional Report on Teacher Education is based on the Minnesota Professional Educator Licensing and Standards Board Unit Evaluation Rules: 8705.1000.

Subpart 1. Standards for Program Design and Improvement

Standard 1. Conceptual Framework

The unit must ensure each program has a clear and consistent conceptual framework threaded throughout the program that is research-based, results-oriented, and focused on the skills teachers need to be effective.

The School of Education Teacher Preparation Program has established a Conceptual Framework based on recent and historical research and best practices through a collaborative process involving various stakeholders. The Conceptual Framework serves as a foundation and guide for Teacher Preparation Programing. The Conceptual Framework is evidenced throughout our Teacher Preparation Program with inclusion on the School of Education website, course syllabi, and publication in physical spaces. The Conceptual Framework is the foundation and framing of our Teacher Preparation Program and is results-oriented focusing on identified skills and attributes for effective teachers. The following is the adopted and revised Conceptual Framework based on supporting references.

The School of Education at Southwest Minnesota State University (SMSU) is comprised of the undergraduate and graduate faculty and the Dean of Business, Education, Professional and Graduate Studies responsible for educator licensure programs. Undergraduate and graduate educator licensure candidates demonstrate the Minnesota Standards of Effective Practice and the standards of the SMSU framework *Inclusive Communities of Practice Investigating Learning and Teaching*. The non-licensure graduate students demonstrate the National Board of Professional Teaching Standards plus one additional SMSU standard in educator leadership. The framework illustrates a relationship between learning and teaching in the context of participation in communities and globally.

Inclusive Communities of Practice. Communities are social units where people live and work together in a variety of ways and places. In communities, people participate in communication, negotiation, ownership, values definition, and socio-cultural interactions. Inclusive Communities of Practice provide opportunities for educators to experience authentic, caring relationships. Participation in purposeful, inquiring, inclusive communities is critical for effective learning. (Banks & McGee Banks, 2003; Boyer, 1995; DuFour & Eaker, 1998; Jalongo, Jalongo, & Elam, 1991; Peck, 1987; Palloff, R.M. & Pratt, K. 1999; Senge, Kleiner, Cambron-McCabe, Smith, Lucas, & Dutton, 2000; Sergiovanni, 1994; Shapiro & Levine, 1999; Wald & Castleberry, 2000; Wenger, 1998; Garrison, 2011; Oakes, Lipton, Anderson, & Stillman, 2016).

Community members are continually involved with collaborative projects, resulting in practices that reflect these efforts and social relationships. Practice involves experiencing global communities constructing meaning out of participation. Wenger defines “practice” as a “way of talking about the

shared historical and social resources, frameworks, and perspectives that sustain mutual engagement in action” (1998, p.5). Learners and educators reflect upon their practices, make decisions as they implement instruction, and interact with peers. As professionals reflect throughout their practice, theories are examined to inform practice. Members of Inclusive Communities of Practice experience successes and failures, chaos and order, harmony and conflict (Senge, et al., 2000; Wheatley, 2001; Oakes, Lipton, Anderson, & Stillman, 2016). Engagement is a process driven by values and active learning, which guides instruction. Practice and community unite when people are engaged in actions and relationships.

Investigating Learning and Teaching. Learning and teaching are linked through intentional instruction that guides learners. Effective teaching provides resources and opportunities for meaningful participation in the context of learning.

Constructivism, a theory about knowledge and learning, emerges as a foundation for understanding the teaching and learning process (Brooks & Brooks, 1993; Dewey, 1997, 1938; Girod, 2002; von Glasserfield, 1996; Oakes, Lipton, Anderson, & Stillman, 2016). Investigating is the study of conditions necessary for learning and teaching (Dewey, 1997, 1916). Educators provide learning environments where learners search for meaning, appreciate uncertainty, and inquire responsibly. Together, teachers and learners support socio-cultural interactions, cooperative learning, and interdisciplinary curricula.

Educators create opportunities for students to understand relationships between learning and teaching. Inclusive Communities of Practice are formed to engage learners in the teaching and learning process through collaboration, assessment, and reflection.

The Seven Core Values. To accomplish the mission of the School of Education at Southwest Minnesota State University, *Inclusive 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.

Inquiry involves the use of research and reflective processes for learning. Affirming human diversity helps to support Inclusive Communities of Practice. Socio-cultural interaction requires understanding and applying cultural and social learning theories in context. Positive learning environments nurture and enhance learning. Belief, value, and knowledge structures guide learners to organize and construct meaning, which informs their practice and promotes democracy. Leadership involves participatory learning opportunities in which all members share responsibility. These core values are reflected in our professional dispositions in the School of Education.

The Conceptual Framework Model. The Conceptual Framework is illustrated by a modified Yin Yang model. This model illustrates balance among factors that reflect natural parts of the dynamic learning process in *Inclusive Communities of Practice Investigating Learning and Teaching*. In the colored model, tan represents the diversity of communities, with green illustrating growth through practice and the continual movement of the professional education process.

Concluding Statement. Under the guidance and support of the School of Education, candidates form connections using the Inclusive Communities of Practice Investigating Learning and Teaching, the Seven Core Values, and the Conceptual Framework Model to become effective practitioners.

Artifacts:

SoE Conceptual Framework 2022
2023 SoE Syllabus Template

**Addendum:**

The Conceptual Framework is threaded throughout the School of Education Teacher Preparation Program as evidenced in the Conceptual Framework Alignment Chart. The CF is the research-based foundation for the inclusive teaching and learning practices, skills, and dispositions teachers need to be effective. The CF is published on the SoE webpage and in the Candidate Handbook as well as in physical spaces on campus. Importantly, the CF is embedded in courses and identified on the standards matrices in syllabi and aligned to assessments. The Conceptual Framework Alignment Chart identifies how the Conceptual Framework is aligned to the Standards of Effective Practice (which are aligned to the University Student Learning Outcomes), candidate dispositions, and MN Code of Ethics for Teachers.

Additional Artifacts:

Conceptual Framework Alignment Chart

Standard 2. Effective Practice

2.1 Content-Specific Methods and Scope

The unit must ensure each program provides effective instruction on content-specific methods that meet the scope of the licensure area.

Candidates must have knowledge of the foundations of education and best practices pedagogy to ensure that E-12 students are provided the high-quality learning experiences that allow them to develop the skills in critical thinking and problem solving, communication, collaboration, and creativity and innovation recommended by the Partnership for 21st Century Skills (2004). Candidates in SMSU's Teacher Preparation Program are engaged in connecting learning and teaching through active participation and inquiry in communities of practice. All candidates have multiple opportunities to develop the knowledge, skills, and dispositions needed to effectively learn from, teach, and lead E-12 students.

A variety of practices ensures high quality in the professional and pedagogical studies for teacher education candidates at SMSU. The Teacher Preparation Program integrates the Minnesota Standards of Effective Practice and the Minnesota Content Standards as well as the standards of the School of Education's Conceptual Framework. In addition to these standards, there are themes that assure high quality in the performance of candidates and graduates of SMSU's Teacher Preparation Program. These themes include links between theory and practice, diversity components, the integration of technology, and systematic communication.

SMSU Teacher Preparation has programmatic approval via the PERCA process, which identifies content-specific methods and scope for each licensure and provides candidates with integrated clinical experiences throughout their licensure program. Methods courses are identified on the respective advising guides with "LAB" noted for any field experiences associated with coursework. Per the Teacher Preparation Manual, "Field-specific methods is defined as differentiated instructional strategies targeting content and pedagogy for a singular licensure area to enable student learning. This is an opportunity for candidates to receive instruction specific to the content and scope of their licensure area" (p. 18).

Artifacts:

PERCAs for SEP and Content - samples

[Advising Guides](#)

Addendum:

Methods courses are identified on the program advising guides as well as in the SMSU Clinical Experiences Summary located in Appendix A of the School of Education Teacher Candidate Handbook. Evidence of instruction is demonstrated within each course through learning opportunities, assessments, and field experience evaluations.

The TPP faculty & staff review data for program and instruction effectiveness at monthly Assessment & Accreditation meetings. Several data points are reviewed as available: Data Summary Reporting including the Common Metrics data (Exit Surveys, Transition to Teaching Surveys, and Supervisor Surveys), clinical experience evaluations, edTPA scores, (previously

MTLE scores), and dispositions. This information is also reviewed by the Teacher Preparation Advisory Council (TPAC) as well as broadly reviewing the ADEPT – Attachment of Data for Effectiveness of Programs for Teachers data in preparation for PERCA – Program Effectiveness Report for Continuing Approval. The meeting minutes document from 4.20.21 is example evidence of the TPP focusing on data summary reporting and program effectiveness.

Additionally, the ED 425 Science Methods & LAB syllabus and field experience evaluation data are examples of content-specific methods that meet the scope of the licensure areas: Early Childhood Education and Elementary Education. The TESL 425 TESL Methods & LAB syllabus is also an example for the K-12 licensure scope.

Additional Artifacts:

Assessment & Accreditation Meeting Minutes 4.20.21

ED 425 Science Methods Syllabus

ED 425 Science Methods Evaluation Data

Exit Survey Data: A2

TESL 435 TESL Methods & LAB Syllabus

2.2 Teacher Code of Ethics

The unit must ensure each program provides effective instruction on the teacher Code of Ethics.

The Code of Ethics for Minnesota Teachers is published on the SMSU School of Education Teacher Education webpage as published by the Office of the [Revisor of Statutes](#). Candidates acknowledge their agreement to uphold the MN Code of Ethics and professional dispositions when submitting their Teacher Preparation Program application for admission.

Teacher candidates are first exposed to the Code of Ethics for Minnesota Teachers in ED 101 Introduction to Education & LAB as well as in ED 312/SOCI 331 Human Relations for Teachers or in ED 601 Foundations in Education & LAB at the post-baccalaureate level. The Code of Ethics is addressed again in ED 304 and ED 459 Professional Development as part of the preparation for pre-student teaching and student teaching. There are information sessions offered at Education Minnesota Aspiring Educators meetings where the Code of Ethics for Minnesota Teachers is addressed. Teacher candidates are expected to follow the Code of Ethics for Minnesota Teachers and sign an understanding document noting the importance of ethics in education. Finally, representatives of Education Minnesota have presented sessions to all student teaching candidates regarding the MN Code of Ethics for Minnesota Teachers and mandated reporter responsibilities at the mandatory student teaching meeting attended by student teaching candidates at the beginning of each semester. Should a teacher candidate not follow the Code of Ethics, documentation is placed in their file. They would be called before the School of Education and potentially counseled out of Education.

Artifacts:

[School of Education \(SoE\) webpages:](#)

[Accreditation](#) - Code of Ethics for Minnesota Teachers

[Teacher Candidate Resources](#) - School of Education Candidate Handbook

Syllabi for courses specifically addressing Code of Ethics for Minnesota Teachers:

ED 101, ED 301, ED 304, ED 312, ED 459, and ED 601

Addendum:

The standards matrices within each syllabi reference the learning opportunities and assessments related to the teacher Code of Ethics. For example, in ED 301 The Teaching and Learning Processes & Lab, the objective “demonstrate professional dispositions, responsibility, and integrity” includes the topics school law and the candidates write an Effective Teacher paper and reflection, which is added to their graduation portfolio. Code of Ethics/School Law response paper guidelines:

Abiding by the Minnesota Code of Ethics for teachers is mandatory for keeping your teaching license. What does this mean for you? After reviewing the MN Code of Ethics and the National Education Association Code of Ethics for Teachers, reflect on how you will incorporate these standards into your own teaching.

Several aspects of school law also apply here, including being a mandatory reporter, your response to things like asthma attacks and epileptic seizures, student medications, etc. What have you learned from the class discussion and readings about appropriate ways to respond to these situations? Please include these in your reflection from today’s class. This response should be at least 1 full page and should include references to materials from class or any outside materials relevant to your teaching. Resources include MDE Mandated Reporting information, an article titled *Decisions that Have Shaped U.S. Education*, NEA Code of Ethics, and Code of Ethics for Minnesota Teachers.

The SMSU School of Education dispositions, which are aligned to the Code of Ethics, are also listed in these matrices. Subp.2 in the Code of Ethics focuses on creating a classroom environment that is conducive to learning, which includes understanding bias and diversity. We’ve added the course schedule for ED 312 Human Relations for Teachers as an artifact, which demonstrates the variety of learning opportunities and assessments related to the Code of Ethics. For example, during lesson 4, candidates evaluate texts and books for oppression and write a textual analysis paper on their findings. Also, the chapter titles of the course text show evidence of the Code of Ethics.

Another example of how the Code of Ethics is used in a course is the ED 423 Code of Ethics Assignment. For this assignment teacher candidates will create a depiction of each of the stated ethics. This should include a picture, illustration, comic, emoji, etc. to illustrate the selected area of the code. Include the actual language from the code and your restatement of it in your own words.

Additional Artifacts:

ED 312 Course Schedule

ED 423 Code of Ethics Assignment

2.3 Lesson Planning and Minnesota Academic Standards

The unit must ensure each program provides effective instruction on lesson planning, including the use of Minnesota academic standards, or, if unavailable, national discipline-specific standards.

The School of Education Teacher Preparation Program has adopted a lesson plan template addressing effective instruction including the implementation of Minnesota Academic Standards and alignment to the edTPA. Candidates practice lesson planning throughout their preparation starting with ED 101 through Student Teaching in both theory and practice. Candidates receive formative feedback throughout the lesson planning process by colleagues, faculty, cooperating teachers, and university supervisors. Candidates submit their edTPA during student teaching as part of Task 2, which is evaluated by Pearson. At the completion of the Teacher Preparation Program, candidates share their portfolios demonstrating their proficiency of the Standards of Effective Practice and include lesson plans in addition to other artifacts from student teaching as well as their accomplishments throughout their teacher preparation.

Artifacts:

[2023 SMSU Lesson Plan Template](#)

Addendum:

Teacher candidates receive feedback about the lesson planning process throughout the program. We have included a sample lesson plan from ED 424 as well as the candidate's self-reflection with professor feedback. After peer review, the candidate taught this lesson during the course field experience.

Candidates also receive feedback about lesson planning through the field experience evaluations and while completing the practice edTPA during prestudent teaching. Field experience evaluations and key assessments are housed in LiveText, which allows faculty to review the aggregated data related to lesson planning. According to the Pre-Student Teaching Evaluation data from AY2023, 72% of our secondary candidates were identified as being proficient or exemplary in the area of lesson planning.

Although we receive a high percentage of teacher candidates who complete the Exit Surveys, there is not a high response rate from the Transition to Teaching or Supervisor Surveys. We have ongoing conversations around ways to increase the response rate for surveys, and we have begun by educating our student teachers during their student teaching seminars. When considering the data from the 2022 Exit Survey, our candidates feel they are well-prepared to plan lessons aligned to the Minnesota Academic Standards. Candidates rated each area on average at 3.5 or higher out of 4.

Additional Artifacts:

ED 304L Pre-Student Teaching Evaluation Results
 ED 424 Math Methods Lesson Plan Sample
 ED 424 Field Experience Evaluation Sample
 ED 424 Field Experience Evaluation Results
 ED 424 Lesson Plan Self-Reflection and Professor Feedback Sample
 Exit Survey Data B1

2.4 Instruction for Multilingual Learners

The unit must ensure each program provides effective instruction on the knowledge and skills needed to provide appropriate instruction to multilingual learners to support and accelerate academic literacy, including oral academic language and achievement in content areas in a regular classroom setting.

Instruction for multilingual learners is addressed in required literacy courses for all licensure programs. Clinical experiences support teacher candidates' knowledge and skills when teaching multilingual learners. These experiences provide candidates opportunities to implement and practice appropriate instruction. Candidates participate in a variety of diverse placements, which provide candidates opportunities to implement and practice appropriate instruction for multilingual learners.

Additionally, the SMSU Lesson Plan Template addresses areas of instruction and support for multilingual learners. The teacher candidates are guided to focus on multilingual learners with an asset mindset instead of a deficit perspective as we consider MLs' backgrounds and attributes that contribute to the learning and teaching process. During each clinical experience, candidates are required to plan and teach at least one lesson using the SMSU Lesson Plan Template.

The School of Education added TESL 431 Foundations of TESL (Teaching English as a Second Language) & LAB to licensure majors: ECE, ECSE, ELED, SPED, and TESL, and has advised majors already reaching the maximum 120 credits for a degree to take TESL 431 as an elective. In addition, our secondary candidates and K-12 licensure candidates complete clinical experiences in the Marshall Public Schools which contain a high population of EL students. With the programmatic revisions that will take place with the adoption of the new Standards of Effective Practice, we will strengthen further our intentional focus on meeting the needs of multilingual learners for candidates of all licensure programs.

Artifacts:

Syllabi: ED 402 Early Literacy and Linguistics & LAB, ED 403 English Language Arts & LAB, ED 404 Literacy Methods & LAB, ED 430 Reading in the Content Areas, TESL 431 Foundations of TESL & LAB

[SMSU Lesson Plan Template \(with frames\)](#)

Teacher Candidate Clinical Experience Evaluations

Addendum:

In the ED 402 syllabus, the topics for the Interactive Notebooks are listed under the assignment section. The Interactive Notebook topic related to multilingual learners is titled "First and Second Language Acquisition". Teacher candidates read about English morphology, the history of English language, and language acquisition focusing on the historical influence on vocabulary development for multilingual learners (Freeman & Freeman, 2004; Reutzler & Cooter, 2021). Candidates research to find a related resource to share with colleagues. Also, teacher candidates view a video titled *Native Language is an Asset for All* Lori Helman from the University of Minnesota. After watching the video and viewing the related resources in the D2L module, candidates participate in a D2L discussion about the newly learned concepts, implications for teaching and learning, and additional questions and comments they have after reflecting on the learned information.

Another example of how the SMSU Teacher Preparation Program provides instruction on teaching multilingual students is in ED 430 Reading in the Content Areas Class Activity 7B: Post an EL speaker summary, specifically noting how to support and accelerate academic literacy, including oral academic language and achievement. This class activity is completed after a guest speaker, who has also been a teacher, has attended class and has spoken about her experience as a multilingual student and how teachers can provide instruction that capitalizes on their students' strengths.

When analyzing our exit survey data for Standard B1: Differentiate Instruction for English Learners, we have seen an increase in teacher candidates' confidence in being able to meet the needs of multilingual learners who are at different proficiency levels. The following shows the average score out of four. We have included an example of a group assignment candidates complete in TESL 431 in which students create anchor charts on the following topics: Identifying your ELs, Effective Differentiation for English Learners, and Building Background Knowledge.

Table 2.4 Exit Survey: B1

AY 2019	AY 2020	AY2021	AY2022
3.38	3.29	3.39	3.41

Additional Artifacts:

ED 430 Reading in the Content Areas Syllabus

ED 404 Literacy Methods Field Experience Evaluation

Literacy Resources

TESL 431 Foundations of ESL & Lab In-Class Assignment

2.5 Culturally Responsive Teaching

The unit must ensure each program provides effective instruction on the knowledge and skills needed to implement culturally responsive teaching and instructional strategies, including incorporating opportunities for candidates to learn about the role of teachers to disrupt patterns and systems of racism, privilege, and oppression.

In support of the School of Education mission and vision, the Teacher Preparation Program has intentionally created learning opportunities for candidates to employ culturally responsive practices.

The SoE's Conceptual Framework supports culturally responsive teaching and learning. The unit has adopted a cultural competency policy, where the framework is introduced and assessed throughout the program in coursework and in field placements, including the edTPA. Cultural competency is first introduced in Introduction to Education with featured speakers, reinforced and assessed throughout the program in courses and field placements, ED 401 Children's Literature, ED 403 ELA Methods & LAB, ED 430 Content Area Reading, ED 301 Teaching and Learning Processes and LAB, which combined impact all teacher candidates. It is reassessed at the point of application to the TPP, in action research as well as student teaching. Cultural competency is also assessed in the exit portfolio review, where teacher candidates highlight their proficiency with the teaching and learning of the Standards of Effective Practice.

Culturally responsive practices and resources are shared with candidates via EMAE – Education Minnesota Aspiring Educators programming and resources (noted on the SoE webpage). Additionally, faculty and teacher candidates receive training regarding best practices of instructional strategies to support the learning of all students, as well as ongoing dialog, to continually reinforce cultural competency in the classroom. Although a rural area, the region has much diversity including socioeconomic, linguistic, cultural, ethnic, and racial diversity as identified in the Minnesota Report Card. The Placement & Licensure Office tracks these experiences for each teacher candidate for every single placement throughout their 4-year program.

SMSU TPP Teacher educators have focused on TeachingWorks’ Practice-Based Teacher Education (PBTE) and High-Leverage Practices. Three of the TPP teacher educators have completed the 18-month TeachingWorks’ fellowship and a fourth teacher educator is participating in TeachingWorks’ PBTE in 2023. “TeachingWorks designs resources and supports educators to enact equitable teaching practice that nurtures young people’s learning and actively disrupts patterns of injustice” ([TeachingWorks](#), 2022). The TPP faculty designed and published the School of Education Anti-Racism and Social Justice Statement in response to recent events in society and demonstrate the alignment with TeachingWorks and support all of our candidates.

As part of our collaboration with the SWTPP – Southwest Teacher Preparation Partnership with Worthington 518 and Minnesota West – teacher educators participated in Cultural Competency Training for over two years and have integrated culturally responsive practices into their coursework.

Similarly, the University offered ACUE courses for faculty to focus on inclusive and supportive practices along with colleagues across the nation to implement and reflect upon inclusive and supportive changes in teaching and learning.

Artifacts:

[SoE webpage – Mission and Vision](#)
[School of Education Anti-Racism and Social Justice Statement](#)
 Culturally Responsive Teaching
[Teacher Candidate Dispositions Self-Assessment Form](#)
[TeachingWorks](#)

Addendum:

Culturally responsive practices are woven throughout the program and included in the SMSU lesson plan template as well as course assessments. The table below includes examples from the beginning, middle, and end of the program. Student samples and rubrics have also been added as artifacts.

Table 2.5 Culturally Responsive Teaching Learning Opportunities and Assessment

Course	Learning Opportunity Assessment (LO/A)	LO/A Description
ED 312 Human Relations for Teachers	Textual Bias Analysis	Candidates evaluate texts and books for bias and oppression; candidates write a textual analysis paper based on their findings.
ED 401 Children’s Literature	Research-Based Essay Final: Making Connections with Children’s Literature	Teacher candidates will compose a research-based essay entitled “Making Connections with Children’s Literature.” This culminating task should demonstrate each teacher candidate’s level of proficiency regarding the course outcomes, and should specifically address: the importance of literature selection related to the five pillars of reading literacy, genres, culturally responsive and inclusive practices to disrupt racism, privilege, and oppression, using literature to integrate teaching & learning for in-person and blended environments, and address the importance of research-based strategies including learners with dyslexia.
ED 424 Elementary Mathematics Methods & LAB	Class Activity 2B	Read: Chapters 1: Teaching Mathematics in the 21 st Century & 2: Exploring What it Means to Do Mathematics in a Culturally Responsive Environment in John Van De Walle Text (JV). Select 5 big ideas from Chapter 1 and 5 big ideas from Chapter 2. Summarize those and enter them in the BIG Idea column on the BIG Idea sheet, located in Resources of D2L. In the “Details” column, enter supporting information about the BIG idea. We will share in small groups and then large group.

The Culturally Responsive Teaching (CRT) handout was created as a resource for candidates and is included on the SoE website with other resources for culturally responsive pedagogy and practices. Faculty reference the CRT handout and website resources throughout the program's coursework.

CRT is addressed in the candidate dispositions and assessed throughout the program. Candidates complete the Teacher Candidate Dispositions Self-Assessment form during ED 101 Introduction to Education & LAB or ED 601 Foundations of Education & LAB, pre-student teaching, and student teaching. Additionally, teacher candidate dispositions are assessed in all clinical experience evaluations by cooperating teachers and university supervisors.

Teacher educators are dedicated to culturally responsive teaching and instructional strategies. For example, two faculty members have been accepted to present their paper, *Implementing Equitable Practice-Based Teacher Education to Advance Rural STEM Teacher Candidates' Pedagogical and Content Knowledge*, in Hawaii in 2024. This longitudinal study explored practice-based teacher preparation implementing high-leverage teaching practices to advance pedagogical and content knowledge.

Additional Artifacts:

ED 312 Textual Analysis Rubric Results

ED 401 Research-Based Essay Rubric

ED 424 Math Methods Syllabus

EMAE Speaker Flyer

EMAE Speaker Presentation

Published Paper by Dr. Noles Stevens & Dr. VanOverbeke

2.6 Research-Based Reading Practices

The unit must ensure each program provides effective instruction on research-based practices in reading that enable the candidate to teach reading in the candidate's licensure field.

Literacy courses are robust, research- and evidenced-based practices in reading, and are required for all approved licensure programs. The inclusion of evidenced-based practices is important as it goes beyond the research-level and includes strategies proven to work effectively for learners.

Literacy faculty have advanced preparation in the field of literacy, including advanced degrees and graduate-level credit in literacy-related areas, reading licensure, and ongoing education around the field of literacy with poignant emphasis on evidenced-based, or proven, practices.

In 2020, the required dyslexia standards were addressed in our Teacher Preparation Program literacy courses and received PELSB approval for meeting the dyslexia requirements focusing on evidenced-based practices.

Currently, five TPP faculty and staff are engaged in LETRS – Language Essentials for Teachers of Reading and Spelling offered by the Minnesota Department of Education (MDE) as part of a federally funded grant. Additionally, one TPP faculty member is participating in the LETRS for Administrators training being offered by MDE via service cooperatives throughout the state of

Minnesota. With this training, we have intentionally addressed language and mapped the Science of Reading (SoR) in our literacy courses.

Our literacy faculty continue to be involved in the literacy community and are active in literacy work including memberships, executive boards, and creative collaborations: International Literacy Association, Minnesota Reading Council, Southwest Minnesota Reading Council, the Minnesota Academy of Reading, HELP - Higher Education Literacy Partnership, and the Minnesota State Open Textbooks Pilot (OTP) program authoring the Introduction to Literacy course with resources.

Artifacts:

Science of Reading – SMSU Literacy Courses Mapping

Course Syllabi: ED 402, ED 403, ED 404, ED 430

Addendum:

In spring of 2023, the reading courses were reapproved via the reading audit process conducted by PELSB. Sufficient depth and breadth of instruction aligned to the knowledge of each pillar of reading were confirmed in the learning opportunities and assessment in the literacy courses.

Table 2.6 edTPA Elementary Literacy Task Scores

edTPA: Elementary Literacy				
Program Year	Task #	# Takers	Mean Task Score-SMSU	Mean Task Score-State
Program YTD	01	18	14.8	13.4
	02	18	14.6	13.8
	03	18	13.8	13.4
2021-2022	01	14	13.4	13.1
	02	14	13.9	13.7
	03	14	14.1	13.4
2018-2019	01	18	13.9	14.3
	02	18	13.1	14.2
	03	18	13.1	14.5
2017-2018	01	28	15.6	14.7
	02	28	14.6	14.4
	03	28	16.0	14.8
2016-2017	01	62	14.8	14.7
	02	62	14.7	14.4
	03	62	14.8	14.6
2015-2016	01	73	13.7	14.5
	02	73	13.7	14.4
	03	73	13.2	14.1
KEY	Green = Above State Average		Rust = Below State Average	

Additional Artifacts:

ED 404 Field Experience Evaluation
 ED 404 Field Experience Evaluation Student Sample
 ED 404 Exit Ticket
 ED 401 Dyslexia Class Activity
 ED 401 Children's Literature Syllabus

2.7 Differentiated Instruction for Multilingual Learners

The unit must ensure each program provides effective instruction on using a student's native language as a resource in creating effective differentiated instructional strategies for multilingual learners developing literacy skills.

All candidates when planning lessons use the SMSU lesson plan template in coursework. Within the Context for Learning section of the lesson plan template (with frames), we ask candidates to note multilingual learners. In the Prior Knowledge section, we ask candidates to consider each student's personal, cultural, and community assets. Our lesson plan template also contains a Methods of Differentiating Instruction section, which candidates note how they differentiate instruction for their multilingual learners.

Candidates are required to take TESL 431 Foundations of Teaching ESL and LAB with the exception of our 9-12 teacher candidates, who are strongly encouraged, based on the Minnesota 120-credit cap. (With the programmatic revisions that will take place with the adoption of the new Standards of Effective Practice, we intend to incorporate an intentional focus on meeting the needs of multilingual learners for candidates of all licensure programs.) The TESL 431 course is designed to introduce candidates to fundamental theories in the field of teaching ESL. The course builds a foundation of understanding of English learners and topics influencing the academic experiences of language minority students in the United States. Candidates participate in a 15-hour field experience with focus on culturally and linguistically diverse learners. Our candidates seeking a 9-12 content area licensure participate in a 2-day field experience teaching full days during ED301 Teaching and Learning Process and Lab. They complete their experience in the Marshall Public Schools (MPS) at Marshall High School. MPS has 17.6% Hispanic, .4% American Indian, 10% Asian, 7.4% Black or African American, .1% Native Hawaiian, 59.5% White, and 5% identifying with two or more races. Other diversity within the district includes 14.4% English Learners. During the ED301 experiences, candidates complete lessons using the SMSU lesson plan template (with frames) and are required to differentiate instruction for multilingual learners.

Artifacts:

[SMSU Lesson Plan Template \(with frames\)](#)

Syllabus: TESL 431

Addendum:

As part of ED 402/502 Early Literacy and Linguistics & LAB, a five-part video series titled, *Differentiation for English Learners in the General Education Classroom*, produced by Dr. Renee Ullom, was added to Module 4, which addresses the History of English Language Development and First and Second Language Acquisition. Different sections of this series have also been introduced

in TESL 431/531 Foundations for TESL & LAB and TESL 434/534 Second Language and Linguistics as they correlate with the module topic. Teacher candidates include an artifact related to this video series in their licensure portfolio for TESL 431.

Each of the following videos highlight differentiation strategies candidates can use in their classroom while supporting multilingual learners' engagement in grade level curriculum. Each video is approximately 20 minutes in length and may be viewed in any order.

- Getting to Know your Els- <https://youtu.be/UFG5GGMSL0E>
- Using Comprehensible Input- <https://youtu.be/a4fQ5mr9hFE>
- Explicit Vocabulary Instruction - <https://youtu.be/NPwOOWVDj2U>
- Building Background Knowledge- https://youtu.be/GZ_JjvroFd4
- Graphic Organizers <https://youtu.be/O7Ai4DLiAkA>

In ED 404/504 Literacy Methods & LAB, candidates view a webinar entitled, *Supporting Emergent Bilinguals in K-8 Classrooms with Dr. Lori Helman* and hosted by HELP – Higher Education Literacy Partnership. Dr. Lori Helman, professor emeritus, University of Minnesota, author of *Learning in a New Language*, notes ways to support students who are linguistically diverse and provides practical, evidenced-based strategies for literacy and content-area learning while noting the importance of engaging families and communities with focus on equity. Post-viewing, candidates discuss and conclude with an exit ticket with highlights of culturally responsive practices.

Figure 2.7 Exit Ticket

Concept	Summary	Visual / Example	Evidence	Implications for Teaching & Learning

Our secondary teacher candidates take ED 430 Reading in the Content Areas, which includes a guest speaker who speaks about her experiences as a multilingual learner in U.S. schools and addresses the importance of culturally responsive teaching. Each candidate writes a reflection post following the speaker's visit. In secondary methods courses, candidates also incorporate differentiated instruction for multilingual learners each time they write a lesson plan and teach a lesson.

Additional Artifacts:

[Dr. Helman's Emergent Bilinguals Webinar](#)

ED 402/502 Early Literacy Syllabus

ED 404/504 Literacy Methods Syllabus

2.8 Technology

The unit must ensure each program provides effective instruction on the knowledge and skills needed to engage students with technology and deliver digital and blended learning curricula.

All candidates are required to take ED102 Technology: Classroom Applications and Portfolio. The focus of this course is educational uses of technology. Candidates explore computer applications as tools for their own learning, as well as the ethics of electronic communications, and begin developing a Teacher Education portfolio using LiveText software.

We provide course delivery through on campus, online, and hybrid. This gives our candidates a chance to learn digital delivery with blended curricula firsthand. Our SMSU Lesson Plan Template (with frames) encourages candidates to use technology by requiring candidates to note the technology they use as well as have a backup plan in case the technology does not work.

Artifacts:

Syllabus: ED 102 Technology: Classroom Applications & Portfolio Syllabus

Addendum:

ED102 Technology: Classroom Applications and Portfolio is one of the initial courses for SMSU teacher candidates. Throughout this course, candidates learn about the role of technology in curriculum, instruction, and assessment. The weekly lessons and discussions allow candidates to increase their understanding of web literacy, digital citizenship, accessibility, and how to analyze data through gradebooks and graphs. Candidates must also consider culturally relevant teaching (-or- high-leverage practices of communicating with families and caregivers), as they research and create a family newsletter while focusing on culturally responsive practices. Since the pandemic, instructors have added an assignment in which candidates create a virtual “snow day” lesson using the SMSU lesson plan template. Candidates record their teaching, and then share it with their peers. Each candidate also creates their own Professional Learning Network which becomes a resource that they can use to contribute to the classroom. As a culminating activity in ED 102, candidates create a class reflection using technology, which we have included as artifacts. As candidates progress throughout their teacher preparation, they apply the tools and strategies taught in this foundational course. According to the 2021-2022 exit survey, 95% of candidates agreed or tended to agree that they were prepared to use digital and interactive technologies to achieve instructional goals. From the same survey, 97% of candidates agreed or tended to agree that they were prepared to engage students in using a range of technology tools to achieve learning goals.

Additional Artifacts:

ED 102 Course Schedule

[ED 102 Final Reflection Sample 1](#)

[ED 102 Final Reflection Sample 2](#)

ED 403 Integrating Technology into Language Arts Anchor Chart

Standard 3. Assessment System

3.1 Graduate and Employer Feedback

The unit must implement an assessment system with a process for annually collecting and reviewing data from surveys, including those from:

- (a) initial licensure program completers at the time of program completion
- (b) initial licensure program completers one year after completion
- (c) initial licensure program completers' supervisors one year after completion

The Board of Teaching, now PELSB, adopted the Common Metrics surveys to obtain feedback from teacher candidates entering a teacher preparation program, program completers, teachers completing their first year of teaching, and employers/supervisors of the first-year teachers. Between 2017 and 2022, SMSU used Qualtrics and LiveText to administer and collect data from the Common Metrics surveys.

Beginning in the fall of 2022, SMSU's TPP joined the Common Metrics Consortium with other TPPs in Minnesota to contract the University of Minnesota to administer the Entry Survey, Exit Survey, Transition to Teaching Survey (TTS) and Supervisor Survey. These surveys obtain feedback from teacher candidates entering the teacher preparation program, program completers, teachers completing their first year of teaching, and employers/supervisors of the first-year teachers.

The TPAC, Teacher Preparation Advisory Council, provides regular opportunities for stakeholders to be informed of successes and challenges for our candidates, review assessment data, and provide specific feedback to the School of Education Faculty to make changes and improvements to programming for teacher candidates and their learners. During Assessment and Accreditation Meetings, SoE faculty and directors analyze the data and consider stakeholder feedback to make improvements to our programs.

Artifacts:

Assessment and Accreditation Meeting Minutes
 Common Metrics Exit Survey
 Common Metrics Transition to Teaching Survey
 Common Metrics Supervisor Survey
 Teacher Preparation Advisory Council Agenda

3.2 Evaluating Clinical Experiences

The unit must implement an assessment system with a process for annually collecting and reviewing data from clinical experiences.

The Teacher Preparation Program utilizes LiveText, a Watermark Product, as the platform for collecting and reviewing data. Within each placement, we can collect evaluations, feedback, rubrics, assignments, cooperating teacher data, university supervisor data, candidate data, demographics data, key assessments, and time log data.

Assessments, evaluations, and rubrics are developed in alignment with the Standards of Effective Practice, course outcomes and established dispositions. When courses are built in LiveText the coordinating assessments, evaluations and rubrics are attached to each course and assigned to the candidate, cooperating teacher and supervisor according to their role. Course instructors review all components as well as make sure all components are completed in LiveText for each placement before the candidate earns a grade for the course. At the end of each semester and academic year, we can run multiple different reports for data relating to clinical experiences and assessments to use in continuous improvement.

Reporting with LiveText is complex when reviewing and reporting aggregated data for the entire TPP. This is supporting rationale for the TPP currently researching another platform to serve as a more comprehensive data warehouse with tool for course assessments, portfolios, and FEM – Field Experience Module that is used for tracking candidate proficiency in clinical experiences.

Artifacts:

Fall 2021 Exit Survey Snapshot

Pre-Student Teaching Readiness Inventory – data draw Spring 2022

SPED 290 Evaluation – data draw Fall 2022

Feedback Report – data draw Spring 2021

Addendum:

The EBD SoE Equity Gap Data analysis is a University-wide exercise considering the specific programming for each department and how equity is addressed with special attention to highly enrolled courses with higher DFW rates.

The specific evidence of this practice from the University Assessment Day in April of 2021 was followed by a School of Education Assessment & Accreditation meeting the following week to analyze our survey data (B2) with an equity gap lens as we neared the closure of the academic year and began preparations for course offerings in the fall. One example is the addition of TESL 431 to better prepare candidates for teaching multilingual learners. (Also noted in 2.4)

Additional Artifacts:

Assessment & Accreditation Meeting Minutes

Equity by Design Data Analysis

Equity by Design Recommendations & Resources

3.3 Collecting and Reviewing Key Assessment Data

The unit must implement an assessment system with a process for annually collecting and reviewing data from multiple assessments as required by Standard 19.

Key assessments are built into the four checkpoints throughout the program. Key assessments are entered into Livetext as course assignments. Teacher candidate proficiency is documented within the Livetext platform.

Key assessment data is reported in the School of Education Annual Report. The University assessment team also reviews the Plan of Assessment of Student Learning (PASL) and Report of Assessment of Student Learning (RASL) for all licensure and nonlicensure programs. The School of Education reviews key assessment data annually on the University Assessment Day.

Artifacts:

[School of Education Annual Report](#)

[Committee on Institutional Assessment](#)

Key Assessments in Livetext

Assessment Report RASL Undergrad Education

School of Education Assessment Day Reflection

Equity by Design (EbD) Equity Gap Data Ed Discussion

3.4 State-Required Examinations and Performance Assessments

The unit must implement an assessment system with a process for annually collecting and reviewing data from candidate scores on state-required examinations and board-adopted performance assessments.

MTLE and edTPA data is housed in ed Reports. Using the Institutional Report on MTLEs and edTPA scores, the School of Education Teacher Preparation Program faculty and staff annually review data from candidate scores on the MTLEs – Minnesota Teaching Licensure Exams and edTPA – Teacher Performance Assessment scores. The data is shared with stakeholders at TPAC – Teacher Preparation Advisory Council to gather feedback to inform programmatic continuous improvement.

Artifacts:

edTPA Data Report

MTLE Data Report

Standard 4. Stakeholder Engagement

The unit's assessment system must include a process to engage its stakeholders, including candidates, program completers, school partners, teacher educators, and representatives from the community to:

- (1) systematically review data collected under standard 3;
- (2) provide feedback and recommendations on unit-wide strengths and areas of improvement, which can include program-specific feedback and recommendations; and
- (3) provide feedback and recommendations on long-term plans specific to the unit's program offerings.

The TPAC – Teacher Preparation Advisory Council meets annually or bi-annually. Its membership consists of stakeholders representing various groups: school collaborates, including administrators and cooperating teachers, alumni, teacher candidates, university supervisors, adjunct faculty, and university administrators. TPAC formally adopted bylaws to guide their work in AY2017 after their

creation and reflection in AY2016. In AY2023, TPAC has revised its bylaws in order to reach a larger number of stakeholders, create a more intentional leadership council inside the larger membership, as well as updates to language to match the 2021 Unit Rules. This group provides feedback in relation to each licensure program to be used in a continuous improvement process for SMSU's Teacher Preparation Program.

Prior to each TPAC meeting, the Director of Assessment, Accreditation, and Licensure and the School of Education Chairperson send a proposed agenda to the TPAC leadership council and faculty asking for input on meeting agenda items. During the meeting, updates are shared regarding what is happening within the SMSU Teacher Preparation Program, information on clinical experiences, and data, such as edTPA, MTLE, and Common Metrics stakeholders' surveys. Breakout sessions also occur in which attendees review specific licensure data and provide input on the TPP as a whole and specific licensure area. All members of TPAC receive an electronic survey after the meeting to provide additional feedback. Feedback from TPAC meetings is shared with faculty during Assessment and Accreditation meetings where future actions and goals are considered.

Artifacts:

Assessment and Accreditation Meeting Minutes
 TPAC Membership Roster
 TPAC Bylaws
 TPAC Meeting Agenda

Standard 5. Unit and Program Improvement

The unit must implement a formal process for using the assessment system and stakeholder feedback to inform unit and program improvement.

With a growth mindset, the SoE has adopted a continuous improvement policy as noted in the SoE Faculty & Staff Policy Handbook. The goal is to advance the craft of teaching and learning by using formative feedback to guide our decisions and instruction.

PERCA data is collected and evaluated annually under the direction of unit leadership. Faculty and staff, along with stakeholders, review candidate and program data to inform instruction and programmatic decisions as part of the continuous improvement process.

Other sources of data collected by SMSU at the institutional level are alumni, parent, senior, and student surveys conducted by the Data Management and Institutional Research Office at SMSU. The Annual Employment Report conducted by Career Services highlights the successes of teacher education graduates in finding jobs for which they are best qualified. Additionally, the Common Metrics Surveys were implemented in the spring of 2017 by the School of Education as part of a pilot program in response to a state mandate.

Artifacts:

SoE Faculty & Staff Policy Handbook:
 Policies Related to Assessment, Accreditation, and Licensure
 Continuous Improvement Process
 TPAC Meeting Agenda
 Campus Liaison Meeting S22
 ADEPT Reporting - sample

Subpart 2. Standards for the Designated School Partnership (DSP)

Standard 6. Designated School Partner

The unit must have at least one designated school partnership with a school or district that works collaboratively to align theory and practice and that meets the standards in this subpart. The unit may have additional partnerships with districts or schools to place candidates in clinical experiences according to the standards in subpart 3.

Our Designated School Partner (DSP) is with the Marshall Public Schools (MPS) ISD 413. This is a long-standing partnership spanning decades. Our partnership is based on collaborations and a shared interest in training high quality teachers to meet the needs of E-12 students. Marshall Public Schools consists of a diverse population of students including 17.6% Hispanic, .4% American Indian, 10% Asian, 7.4% Black or African American, .1% Native Hawaiian, 59.5% White, and 5% identifying with two or more races. Other diversity within the district includes 14.4% English Learners, 16.2% special education students, 42.5% Free and Reduced meals, and .2% Homeless students. This diversity and the locality of MPS makes our DSP rich with opportunities to collaborate and align theory and practice. Through our meeting notes and agendas, we meet regularly to share data and collaborate.

SMSU has numerous additional school partnerships established. Our partnerships are chosen based on the geographical needs of our candidates to accommodate our online candidates and on the recommendation of SMSU SoE faculty.

All school partners must have an encumbered contract before any candidate can be placed with the school partner.

Artifacts:

Designated School Partnership Agreement with MPS
 Master Custom Teaching Agreement Template
 School Partner Contracts in Place Spreadsheet
 DSP Meeting Agenda

Addendum:

Representatives from the SMSU SoE formally meet with Marshall Public Schools administration bi-annually at minimum with additional informal meetings and frequent electronic or telephone communications. The work we are doing is exciting and innovative. We are working to create model education spaces at both Parkside Elementary in Marshall as well as on the SMSU campus to

allow our candidates to participate in Teaching Works High-Leverage Practices as a routine part of their course sessions. This would also allow our candidates to see the Optimal Learning Environment in action.

SMSU SoE members have participated in professional development with MPS with Really Great Reading training in August of 2021 as well as in some live sessions for LETRS – Language Essentials for Teachers of Reading and Spelling.

Additional Artifacts:

DSP Calendar Events
MPS Meeting Minutes

Standard 7. Continuous Improvement and Accountability

7.1 Student Data

For the purpose of continuous improvement, and shared accountability, the unit and the designated school partner must maintain an agreement that addresses the type of student data that the designated school partner is authorized and willing to share with the candidate and unit regarding student achievement and progress, under Minnesota Statutes, section 13.05, subdivision 7.

The SMSU SoE and MPS have an agreement that MPS provides SMSU with data relating to instructional practices and student outcomes. MPS shares data relevant to school initiatives. This data is used for continuous improvement and possible implementation based on the effectiveness of the practices and data shared.

Artifacts:

Designated School Partnership Agreement with MPS

7.2 Candidate Data

For the purpose of continuous improvement, and shared accountability, the unit and the designated school partner must maintain an agreement that addresses the type of aggregated candidate data that the unit will share with the designated school partner regarding candidate efficacy and survey data under Minnesota Statutes, section 13.05, subdivision 7.

The SMSU SoE and MPS have an agreement that SMSU SoE shares data and data summaries. This includes information on candidate edTPA and MTLE passing rates per content area. Data sets with an $N < 10$ will not be reported unless combined with similar data or additional years are considered to create an $N > 10$.

Artifacts:

Designated School Partnership Agreement with MPS
edTPA Data Report
MTLE Data Report

7.3 Clinical Experience Feedback

For the purpose of continuous improvement, and shared accountability, the unit and the designated school partner must maintain an agreement that addresses how the unit will solicit feedback and recommendations from candidates, supervisors, and cooperating teachers about clinical experiences with the designated school partner.

The SMSU SoE and MPS have an agreement that the SMSU SoE shares data related to cooperating teacher feedback, site feedback from candidates, and feedback from university supervisors. This data is collected via a LiveText evaluation at the end of targeted clinical experiences. The purpose is to give MPS feedback on their cooperating teachers and site. The SMSU SoE uses the feedback to make continuous improvements to enhance our candidates' clinical experiences.

Artifacts:

Designated School Partnership Agreement with MPS

Feedback Survey - sample

Cooperating Mentor & School Feedback MPS spreadsheet

Addendum:

Cooperating Teacher Survey data was shared at the June 2023 DSP meeting between MPS administration and SMSU representatives as determined in the July 2022 meeting. We discussed that the data was not as valuable as we would have hoped. It was decided that we would create a new survey focusing on the Optimal Learning Environment and the nine Critical Attributes as those are our current collaborative areas of focus. Reflecting upon the cooperating teacher feedback, we decided that we should reach out to the cooperating teacher who indicated "1" in any categories to find specifically how we can improve our communication with cooperating teachers. We are considering hosting ongoing focus groups of cooperating teachers in alignment with our TPAC membership to gain additional feedback to better inform our programmatic decisions.

Additional Artifacts:

Cooperating Mentor & School Feedback MPS Pivot

Cooperating Teacher Feedback MPS AY23

MPS Meeting Minutes 7.19.22

Minutes MPS DSP Meeting 6.15.23

Standard 8. Collaboration

The unit must meet a minimum of two times per year with the designated school partner. The unit must engage in ongoing collaboration with the designated partner to

- (1) review data including, but not limited to data collected under Standards 3 and 7;
- (2) assess feedback from candidates, supervisors, and cooperating teachers;
- (3) Evaluate the effectiveness of the partnership to meet mutually beneficial short-term and long-term goals; and
- (4) Engage in decision-making processes regarding changes to design and implementation of teacher preparation programs.

The Director of Clinical Experiences meets with administration from MPS, which is our designated school partner, quarterly. The SoE Chairperson is also present at most of the meetings along with the Director of Assessment, Accreditation, and Licensure. During our meetings, we collaborate by reviewing data, reviewing feedback collected relating to cooperating teachers and the site, setting short-term and long-term goals, and proposing changes to the TPP based on our collaborations.

Artifacts:

Designated School Partnership Agreement with MPS
 DSP Calendar Events
 DSP and SoE Meeting Agendas
 Procedures for Placements at MPS

Addendum:

Marshall Public Schools (MPS) has provided feedback and ideas on recommendations to improve our placement process. We met in December 2021 to work together to create a new process for placements at MPS schools. The new process was communicated to our candidates and the MPS teachers. This was done during an informal meeting without an agenda. Included as an artifact is an example email exchange between SMSU TPP and MPS as we maintain frequent and ongoing communication to improve programming for candidates and the district.

MPS has implemented components of the New Teacher Center for observation and evaluation in efforts to better scaffold and mentor new teachers as they enter the profession to hopefully positive impact retention. As teacher mentorship is focused on throughout Minnesota, SMSU is also working to pilot the New Teacher Center observation cycle and Optimal Learning Environment for our pre-student teachers and student teachers in preparation for their transition to the profession. MPS shared the documents they are using with their new teachers. Together, our long-term goal is to help align the support given to pre-service teachers and teachers in the field for greater retention of teachers.

Additional Artifacts:

DSP Placement Meeting
 Email Example Enhancing Programing
 Email Example of Ongoing Communication Infographic
 Email Example of Ongoing Communication MTLE Cut Scores
 MPS 9 Critical Attributes
 MPS Self Placements
 Optimal Learning Environment Evidence Form

Subpart 3. Standards for Clinical Experiences

Standard 9. Expectations

- The unit and each school partner must maintain an agreement that addresses
- (1) the expectations for the candidate during a clinical experience;
 - (2) The responsibilities held by the school partner during a clinical experience;
 - (3) The grounds for removing a candidate from a clinical experience and the process for removal; and
 - (4) The process for identifying cooperative teachers who model:
 - (a) Effective instruction, including the use of state academic standards or, if unavailable, national discipline specific standards; and
 - (b) Culturally responsive teaching.

SMSU has contracts with every school partner that outline the university responsibilities, district responsibilities, and mutual responsibilities, which includes communication of expectations for the candidate during a clinical experience.

Our school partner contracts contain the grounds and process to follow when considering removal of a candidate from a clinical experience. (2.d. and 3.b.) This is also described in the School of Education Candidate Handbook for the school partner to reference.

Our school partner contracts state that the partner district shall provide supervising teachers that meet requirements outlined in Minnesota Rule 8705.1010. (2.c.)

Artifacts:

Master Custom Teaching Agreement Template

School of Education Candidate Handbook - Policies Chapter

Student Teaching Manual - addressing reassignment, extension, withdrawal, termination p.37-38

Placement Coordinator Script – sample

Addendum:

When seeking placements for candidates, our Clinical Experience Coordinator outlines the specific requirements for each clinical experience with school partners. This is done either by phone conversations or email with the school administrator or district placement coordinator. Coordinator scripts have been created so that communication is consistent and thorough. This is one way we communicate the cooperating teacher qualifications, along with the specific placement requirements and expectations. Once a placement is made the cooperating teacher receives further details about the expectations through a letter from the instructor, and/or course materials attached to the LiveText placement. There are also cooperating teacher resources that can be found on our website including the SMSU Teacher Candidate Handbook and program component trainings.

We are in the process of consolidating our materials for consistency and clarity. The process encompasses combining our student teaching handbook with our 3 Key Components document and ensuring the SMSU Teacher Candidate Handbook contains pertinent information for all

stakeholders. The updated SMSU Teacher Candidate Handbook and program training outline the removal process for candidates if needed for all clinical experiences.

Additional Artifacts:

Cooperating Teacher Letter MR spr23

ED 402/502 Early Literacy and Linguistics & LAB Field Experience Handbook

Cooperating Teacher Letter: PSTE

Standard 10. Collaboration with School Partners

10.1 Cooperating Teacher Qualifications for Student Teaching and Practicum

The unit must collaborate with each school partner to ensure that each cooperating teacher paired with a candidate during student teaching and practicum:

- a.) has at least three years of teaching experience as a teacher of record in the licensure area;
- b.) holds a professional license aligned to the assignment;
- c.) has completed professional development in coaching strategies for adult learners; and
- d.) meets all other requirements in state statute.

When contacting school administrators, we ask that the cooperating teacher has a Tier 3 or 4 license aligned to the assignment, has completed professional development in coaching strategies for adult learners and meets all other requirements in state statute. This is done over the phone or through email. Once an administrator matches a candidate with a cooperating teacher, we double check to verify all requirements are met. This double check is done through the license look up system, along with referencing the adult coaching strategies list. The license is attached to the online application and is kept in a digital file for use by the Placement Coordinator. A candidate is not considered to be officially placed until all the requirements are verified.

Artifacts:

Placement Coordinator Script - sample

Master Custom Teaching Agreement Template

Adult Coaching Training Links

10.2 Cooperating Teacher Qualifications for Field Experiences

The unit must collaborate with each school partner to ensure that each cooperating teacher paired with a candidate during field experiences:

- a.) has at least two years of teaching experience;
- b.) holds a Tier 2 license or professional license aligned to the assignment; and
- c.) meets all other requirements in state statute.

When contacting school partner administrators, our placement coordinator asks that the cooperating teacher for field experience have at least two years of teaching experience, holds at least a Tier 2 license, and meets all other requirements in state statute. This is done by phone or email. SMSU

does ask that the cooperating teacher have at least a Tier 3 license rather than a Tier 2 or higher. Only in cases where a Tier 3 cannot be found, will we then use a Tier 2 teacher as the cooperating teacher. The cooperating teacher qualifications are double-checked, using the license look up tool, before the placement is imported into LiveText. The cooperating teacher's license pdf is attached to each placement application in our digital system.

Artifacts:

Placement Coordinator Script - sample
 Master Custom Teaching Agreement Template
 Adult Coaching Training Links
 Application with CT License Attached

10.3 Cooperating Teacher Training

The unit must collaborate with each school partner to ensure that each cooperating teacher receives training that addresses the cooperating teacher's role, program expectations, candidate assessments, procedures and timelines.

Each cooperating teacher receives a document outlining the expectations for each course and field experience. For student teaching placements, the cooperating teacher receives additional documents pertaining to the requirements needed during the student teaching experience. To ensure each cooperating teacher receives training our candidates share with the cooperating teachers a letter written by the professor of the course or the course syllabi that outlines the roles, expectations, assessments, procedures and timelines. Additional information is presented to cooperating teachers for student teachers via formal training, the candidate handbook, student teaching handbook and 3 Key Components document.

Artifacts:

3 Key Components
 Student Teaching Manual
 Course Document - sample
 LiveText Example of Course Documents Attached
 SMSU Cooperating Teacher and University Supervisor Training

Addendum:

All cooperating teachers and university supervisors are directed to our website to access pertinent information, documents, and training materials. Our website contains sections clearly labeled for our cooperating teachers and university supervisors. The candidates in our programs receive a consistent message to reference the website to obtain immediate and reliable support.

Additional Artifacts:

[Link to the SMSU Cooperating Teacher and University Supervisor Training from our website](#)

Standard 11. Seeking an Initial Professional License

11.1 Field Experience Requirements

For candidates seeking an initial professional license, the unit must provide a minimum of 100 field experience hours prior to student teaching that includes:

- a.) at least 60 field experience hours that are aligned to the scope and content of the licensure field sought;
- b.) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and
- c.) experience with students with a range of exceptionalities, including students on an individualized education plan.

SMSU's programs are designed to provide our candidates with well over the minimum 60 hours aligned to the scope and content of the licensure field sought and the minimum of 100 total hours. All placements are in the LiveText system. This allows us to track the grade bands, content areas, sites, demographics, cooperating teachers, time logs, etc. for every candidate throughout their coursework. We use the demographics section to track the specific diversity areas across experiences for each candidate.

Teacher candidates seeking an initial ECE, ELED, SPED, TESL and ECSE are required to take TESL 431, which ensures they work with students who differ in race, ethnicity, home language and socioeconomic status. Our PE, Health, Art, AG, Music, and Secondary initial licensure candidates all complete ED 301, which is a 2-day clinical in the Marshall Public Schools (MPS), which is our Designated School Partner. This experience allows our candidates the opportunity to work with students who differ in race, ethnicity, home language, and socioeconomic status. We use the data in the MDE Report Card to make sure candidates meet the 10% threshold. Candidates also track demographics in LiveText for each placement.

All candidates are required to take SPED 290, which ensures they have experience with a range of exceptionalities, including students on IEPs. Candidates are encouraged to visit other classrooms during clinical experiences to enrich their experiences with a variety of backgrounds.

Artifacts:

School of Education Candidate Handbook - Appendix A - Clinical Experience Summary
 LiveText Demographics Section
 Placement Tracking in LiveText – sample
 Field Experience Time Log – sample

Addendum:

Cooperating teachers and university supervisors have multiple opportunities to provide candidates with actionable feedback through our observation cycle. We have a document titled, *Observational Notes*. This document is used to take notes while observing a student teacher. The bottom half of the document is specifically labeled to provide “actionable feedback.” The observational notes and actionable feedback are then used to fill out the observation form containing the Standards of Effective Practice. The cycle is completed by conducting a triad meeting to discuss actionable

feedback. During the next observation, the university supervisors inquire and see if the candidate has taken action to improve their skills.

Additional Artifacts

Observation and Triad Example

Observational Notes

Observation with Actionable Feedback Sample

11.2 Student Teaching Requirements

For candidates seeking an initial professional license, the unit must provide a minimum of 12 full-time weeks, or the equivalent number of weeks where the candidate is participating in at least 80 percent of the contracted school week, of face-to-face student teaching that:

- a.) is aligned to the scope and content of the licensure field sought;
- b.) is split into no more than two placements where each placement is with a continuous group of students and for continuous weeks in alignment with the school calendar and day;
- c.) includes ongoing observations with actionable feedback to ensure growth and attainment of standards with a minimum of four observations conducted by the cooperating teacher;
- d.) includes ongoing observations with actionable feedback to ensure growth and attainment of standards with a minimum of four observations conducted by the supervisor;
- e.) includes a minimum of three triad meetings with the cooperating teacher, the supervisor, and the candidate for clear and consistent communication; and
- f.) includes a written evaluation by the supervisor that addresses the candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the required dispositions.

- a) Our base number of weeks for student teaching is 12 weeks. If a candidate is seeking more than one initial license, they will complete more weeks or depending on the licensures sought. They will complete an advanced student teaching the following semester to obtain the additional initial license. The placement is always aligned to the scope and content of the licensure sought.
- b) All our student teaching placements are split into no more than two placements. Additional placements for additional licensures are done through advanced student teaching or advanced practicum courses, not during their 12-week student teaching.
- c) Our cooperating teachers provide ongoing feedback through formal and informal observations throughout the student teaching experience. At least four observation forms are completed and uploaded to LiveText for documentation. Cooperating teachers are also required to complete a midterm and a final evaluation via LiveText that aligns to the standards.
- d) Our university supervisors provide ongoing feedback through at a minimum four formal observations using our observation form aligned to the standards. Observations forms are uploaded to LiveText for documentation. University supervisors are also required to complete a midterm and a final evaluation via LiveText that aligns to the standards.
- e) Candidates, university supervisors, and cooperating teachers conduct a minimum of three triad meetings during the student teaching experience. Triad meetings are documented on a triad meeting form and then are uploaded to LiveText for documentation.

- f) Within the midterm and final evaluation are comment boxes for the university supervisors to provide a written evaluation of the candidate's ability to meet standards and evaluate dispositions.

Artifacts:

Student Teaching Manual-SMSU Guide for Student Teaching Requirements
 Triad Meeting Form - sample
 Observation Form - sample
 Student Teaching Midterm Evaluation - sample
 Student Teaching Evaluation - sample
 LiveText Example of Required Documents Uploaded & Evaluations Completed

Standard 12. Seeking More than One Initial Professional License

12.1 Field Experience Requirements

For seeking more than one professional license, the unit must provide a minimum of 100 field experience hours prior to student teaching that include:

- a.) at least 30 field experience hours that are aligned to the scope and content of each license and endorsement sought;
- b.) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and
- c.) experience with students with a range of exceptionalities, including students on an individualized education plan.

- a) Our programs are designed to provide our candidates with well over the minimum 30 hours aligned to the scope and content of each licensure field sought and the minimum of 100 total hours. For each additional licensure area, our candidates have at least 55 hours in the second licensure field due to the required methods course (15hrs) and a two-week (40hrs) pre-student teaching experience.
- b) Students are required to take TESL 431 or ED 301, which ensures the candidates work with students who differ in race, ethnicity, home language and socioeconomic status. We use the data in the MDE Report Card to check to make sure candidates meet the 10% threshold. Candidates also track demographics in LiveText for each placement with the support of their cooperating teacher.
- c) All candidates are required to take SPED 290, which ensures they have experience with a range of exceptionalities, including students on IEPs. We have encouraged our candidates to visit other classrooms during clinical experiences to further enrich their experiences with differing students.

Artifacts:

School of Education Candidate Handbook-Appendix A-Clinical Experience Summary
 LiveText Demographics Section.

12.2 Student Teaching Requirements

For seeking more than one professional license, the unit must provide a minimum of 14 full-time weeks, or the equivalent number of weeks where the candidate is participating in at least 80 percent of the contracted school week, of face-to-face student teaching that:

- a.) includes a placement aligned to the scope and content of each license and endorsement sought;
- b.) is split into no more than two placements, where each placement is a minimum of two weeks or the equivalent, with a continuous group of students and for continuous weeks in alignment with the school calendar and day;
- c.) includes observations with actionable feedback to ensure growth and attainment of standards with a minimum of five observations, with at least one observation per placement, conducted by the cooperating teacher;
- d.) includes observations with actionable feedback to ensure growth and attainment of standards with a minimum of five observations, with at least one observation per placement, conducted by the supervisor
- e.) includes a minimum of four triad meetings, with at least one triad meeting per placement with the cooperating teacher, the supervisor, and the candidate; and candidate's ability to meet the applicable standards in parts 8710.2000 to 8710.8080 and the required dispositions.

If a candidate is seeking more than one initial license, they complete a minimum of 14 weeks depending on the licensures sought. With certain licensure combinations, the candidate needs to take advanced student teaching the next semester to full-fill the second initial licensure area. The placement is always aligned to the scope and content of the licensure sought.

- a) All our student teaching placements are split into no more than two placements. Additional placements, if needed are done through advanced student teaching or advanced practicum courses.
- b) Our cooperating teachers provide ongoing feedback through formal and informal observations throughout the student teaching experience. At least five observation forms with at least one in each placement are filled out and uploaded to LiveText for documentation. Cooperating teachers are also required to complete a midterm and a final evaluation via LiveText that aligns to the standards.
- c) Our university supervisors provide ongoing feedback through a minimum of five formal observations, with at least one in each placement using our observation form aligned to the standards. Observations forms are uploaded to LiveText for documentation. University supervisors are also required to complete a midterm and a final evaluation via LiveText that aligns to the standards.
- d) Candidates, university supervisors, and cooperating teachers conduct a minimum of four triad meetings with at least one in each placement during the student teaching experience. Triad meetings are documented on a triad meeting form and then are uploaded to LiveText for documentation. Within the midterm and final evaluation are comment boxes for the university supervisors to provide a written evaluation of the candidate's ability to meet standards and evaluate dispositions.

Artifacts:

Student Teaching Manual - SMSU Guide for Student Teaching Requirements
 Triad Meeting Form - sample
 Observation Form - sample
 Student Teaching Midterm Evaluation - sample
 Student Teaching Evaluation – sample

Addendum:

We use the same observation process and forms for initial licensure, more than one professional license, and additional licensure. The difference lies in how many observations and triads need to be completed as evidenced in Appendix B in the SoE Candidate Handbook.

Additional Artifacts

Observational Notes Example
 Observation and Triad Example

Standard 13. Seeking Additional License or Endorsement***13.1 Evaluating Prior Experiences***

For candidates who have completed licensure via portfolio or a state-approved initial licensure teacher preparation program, and are seeking an additional license or endorsement, the unit must have a documented process for evaluating a candidate's prior clinical experiences and teaching experiences including:

- a.) experience aligned to the scope and content of the license or endorsement sought;
- b.) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and
- c.) experience with students with a range of exceptionalities, including students on an individualized education plan.

The ED Leadership Team evaluates a candidate's current licensure/s and teaching experience/s to design a practicum that addresses any gaps in prior experience needed for the licensure sought. Candidates submit an application for each practicum experience that includes a resume and a pdf of their license. The Director of Clinical Experiences, the advisor, and the candidate have a design meeting to discuss the resume, licensure, current teaching position, and previous experience of the candidate and fill out the Evaluation of Practicum Candidate Experience Form. The form includes a comparison chart to evaluate a candidate's experience with the scope and content of previous experiences and licensures compared to the licensure sought. The form also includes areas on the comparison chart for diversity including race, ethnicity, home language, socioeconomic status, exceptionalities, IEP, SPED disability categories and transition.

Artifacts:

School of Education Candidate Handbook-Practicum Section
 Evaluation of Practicum Candidate Experience Form
 Practicum Application

13.2 Practicum Experience

For candidates who have completed licensure via portfolio or a state-approved initial licensure teacher preparation program, and are seeking an additional license or endorsement, the unit must design a practicum experience that addresses any gaps in prior experience listed in sub item (1) and that:

- a.) Aligns to the scope and content of the license or endorsement sought;
- b.) Is a minimum of 80 hours with a continuous group of students;
- c.) Provides observations with actionable feedback to ensure growth and attainment of standards with a minimum of two observations by the cooperating teacher;
- d.) Provides observations with actionable feedback to ensure growth and attainment of standards with a minimum of two observations by the supervisor; and
- e.) Includes a minimum of one triad meeting with the cooperating teacher, the supervisor, and the candidate for clear and consistent communication; and candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the candidate's professional dispositions.

- a) All practicums are aligned to the scope and content of the licensure area sought.
- b) During the design meeting with the candidate, Director of Clinical Experiences and the advisor, it is discussed how to ensure the experience would be a minimum of 80 hours with a continuous group of students.
- c) During the practicum, the cooperating teacher completes a minimum of two observations and uploads the forms to the LiveText placement for documentation.
- d) During the practicum, the supervisor completes a minimum of two observations and uploads the forms to the LiveText Placement for documentation.
- e) The candidate, university supervisor, and cooperating teacher complete at least 1 triad meeting and upload the triad meeting form to the LiveText placement for documentation. All three complete an evaluation, which consists of the candidate's ability to meet the Standards of Effective Practice and professional dispositions in alignment with the MN Code of Ethics for Teachers.

Artifacts:

Credit for Prior Learning & Experiences Policy & Procedures

Assessment of Prior Learning & Experiences

LiveText-FEM Sample of documents uploaded

Observation Form - sample

Triad Meeting Form - sample

Practicum Evaluation - sample

Time Log - sample

Standard 14. Teacher of Record

14.1 Field Experience and Student Teaching Requirements

For a candidate working as a teacher of record while completing a teacher preparation program to obtain an initial professional license, the unit must ensure the candidate completes the requirements in Standard 11.

Candidates who are working as the teacher of record on a Tier 1 or Tier 2 license while completing a teacher preparation program have the same requirements as those candidates without a license. See standard 11 commentary and artifacts.

Addendum:

Two artifacts have been added as evidence of supporting our teachers with a Tier 2 license through observation and actionable feedback. The SMSU Office of Placement and Licensure communicates with building principals to ensure that our candidates serving as a teacher of record have a strong mentor to work closely with. We also encourage our candidates with a Tier 2 license, as well as all candidates, to visit other classrooms throughout their clinical experiences in order to observe effective practice.

Additional Artifacts:

Observation with Actionable Feedback Sample
Triad Meeting Sample

14.2 Cooperating Teacher Qualifications

For a candidate working as a teacher of record while completing a teacher preparation program to obtain an initial professional license, the unit must ensure a cooperating teacher holding a professional license in the licensure area sought is available to work with the candidate throughout the course of the student teaching experience.

When contacting school administrators to seek placements for student teaching, we ensure that they know the cooperating teacher must hold a Tier 3 or Tier 4 license in the licensure area sought by the candidate and has at least three years of experience. When an administrator provides us with the name of the proposed cooperating teacher, we utilize the License Lookup tool to verify the cooperating teacher does indeed have the proper licensure and experience. A PDF copy of the cooperating teacher's license is attached to the student teaching application in our online Image Now platform. All cooperating teacher license PDFs are also kept in a file used by the Placement Coordinator.

Artifacts:

Placement Coordinator Script - sample
Image Now Example of License Verification

14.3 Modeling and Feedback

For a candidate working as a teacher of record while completing a teacher preparation program to obtain an initial professional license, the unit must ensure a cooperating teacher holding a professional license aligned to the licensure area or scope of the license sought is available in the school to work with the candidate to model effective practices and provide feedback throughout the course of the student teaching experience.

In addition to making sure the cooperating teacher holds the required license and has the proper experience, we have each cooperating teacher work closely with the candidate throughout the experience. This includes modeling and discussing effective practices. The cooperating teacher completes a minimum of four or five observations depending on if the candidate is seeking one initial licensure or more than one. The observation forms are uploaded to the LiveText placement for documentation.

Artifacts:

LiveText Example of Evaluation, Hours, Observations, Triads

LiveText Example of Course Documents Attached

Observation Form - sample

Triad Meeting Form - sample

Evaluation - sample

Standard 15. University Supervisors

15.1 University Supervisor Qualifications

The unit must ensure each supervisor is qualified by one of the following:

- a.) holding or having held a professional license aligned to the licensure field or scope of the license sought by the candidate and at least three years of experience as a teacher of record; or
- b.) being a current or former E-12 administrator with documented experience in teacher evaluation.

Our university supervisors must have advanced academic preparation and experience teaching in the licensure area assigned to supervise. The scope and content of the experience aligns with the scope and content of the supervisor. University supervisors must submit a resume and a copy of their past and/or present licensures to have record of experience and licensures held. In addition to having the proper licensure and at least three years teaching experience, SMSU also requires university supervisors to have a master's degree or higher.

Artifacts:

University Supervisor Spreadsheet

Binder Containing University Supervisor Resumes & Licensure PDFs

15.2 Professional Development in Coaching

The unit must ensure each supervisor completes professional development in coaching strategies for adult learners.

SMSU has developed a module for supervisors to complete using the materials provided by the training created by MACTE and ED Minnesota. If a supervisor has already had training through another institution, they are required to show a certificate of proof. A spreadsheet is used to track compliance of completion.

Artifacts:

Adult Coaching Strategies Training
University Supervisor Spreadsheet

15.3 Program Requirements and Evaluation Procedures Training

The unit must ensure each supervisor completes training on the program requirements and evaluation procedures for candidates.

University supervisors are given different opportunities to be trained on the program requirements and evaluation procedures. Each supervisor is emailed the 3 Key Components document along with the Student Teaching Manual. These documents contain all the other documents needed. A formal training is available containing videos and commentary for all program requirements and evaluation procedures.

Artifacts:

3 Key Components Document
Student Teaching Manual
SMSU Cooperating Teacher and University Supervisor Training

Subpart 4. Standards for Candidates

Standard 16. Recruiting, Retention and Program Completers

16.1 Strategies for Teacher Shortage Areas

The unit must implement effective strategies to recruit, retain, and increase the percentage of candidates who complete programs that address state and district teacher shortage areas.

The School of Education Teacher Preparation Program has created opportunities for teacher candidates who may not otherwise have access to teacher preparation. Programming opportunities include Para to SPED (PASP), Para to TESL (PATL), and Southwest Teacher Preparation Partnership (SWTPP) with Worthington 518 and Minnesota West. These are specific areas of high need in Minnesota and specifically in southwestern Minnesota.

Support for teacher candidate retention includes program cohorts, an assigned advisor, and scholarship opportunities through the SWTPP. For the PASP and PATL programs, school administrators sign documentation indicating their acknowledgement and support of the candidates.

Artifacts:

[PELSB 2021 Biennial Report Supply & Demand of Teachers in Minnesota](#)

Advising Guides for PASP, PATL, SWTPP

SMSU Letter to Admin on Para Programs 2021

[Shortage Areas: Licensure](#)

Addendum:

The 2021 MN Teacher Supply and Demand Report and the PELSB Shortage Area memo were reviewed by School of Education faculty and staff, during Campus Liaison meetings, and the Teacher Preparation Advisory Committee meeting. Discussions revolved around what we can do together to help address these shortage areas.

Since the submission of our initial self-study report, the SMSU SoE has intentionally focused on this standard with the creation and hire of a new position - Director of Advising, Recruitment, and Retention. Additionally, we have been approved to offer the Para-to-ELED program, which is aligned to our Para-to-SPED and Para-to-TESL programs. The Para-to-Programs allow for candidates to work as paraprofessionals and earn their licensure.

16.2 Strategies for Candidates of Color or Indigenous

The unit must implement effective strategies to recruit, retain, and increase the percentage of candidates who are of color or indigenous in proportion to either regional or state K-12 student demographic ratios.

The Office of Admissions and the Office of Diversity and Inclusion actively recruit students to SMSU from diverse backgrounds. The mission of SMSU has moved from primarily serving students from our geographic region to being a university of choice for all students. Students are recruited from foreign countries, urban areas, and technical and community colleges. The SMSU Teacher Preparation Program recognizes the need to admit and retain diverse candidates. The School of Education recognizes the importance of working with community and technical colleges and has demonstrated its commitment with a number of articulation agreements as part of the 2 + 2 Early Childhood Distance Education degree completion program. There are plans for enhancing partnerships with other technical and community colleges in this and other education programs in the future with the implementation of Transfer Pathways. SMSU has an Office of Online Learning and Transfer Partnerships, which is dedicated to admission and retention of transfer students. SMSU also has a scholarship program specifically for transfer students; more information on this can be accessed here: <https://www.smsu.edu/admission/transfer/transfer-scholarship-information.html>

Current practices targeting candidate qualifications include a strong relationship with Admission counselors and staff in arranging visits with prospective candidates visiting the SMSU campus. The undergraduate faculty members have developed a schedule outlining which faculty member will be responsible for visits throughout each semester and through the summer; this schedule is then shared with the Admissions office. Individual faculty members meet with prospective candidates visiting the campus to provide program information, advising, and a tour of the School of Education area.

Connections between the School of Education faculty and prospective students begin when these students make their initial visits to the SMSU campus. Faculty also participate in campus visit days such as Mustang Days and Experience SMSU Days. Students interested in a career in education are encouraged to declare this field as a major. They then begin to work closely within the context of the advisor/advisee relationship with assistance from support personnel and student leaders as well. The foundation courses give students and faculty the opportunity to develop professional relationships, and students have their first opportunity to be placed in a field experience. A concerted effort is made to expose entry-level candidates to other candidates already in the Teacher Preparation Program. For example, entry-level candidates are encouraged or required to attend Action Research presentations conducted by upper-level candidates. Participation in EMAE, the student organization available in the education major, is encouraged as well.

SMSU offers scholarships and financial aid to students based on attainment of admission criteria and establishment of financial need. The SMSU School of Education is proud to offer a plethora of department scholarships to candidates to enhance the admission and retention process. Some scholarships require a specific GPA, while others are dependent on financial need. These scholarships allow the School of Education to attract and retain candidates who may otherwise not be able to attend our university.

The Deeann Griebel Student Success Center (DGSSC) has multiple initiatives and supports in place to help retain students at SMSU including the following:

Drop-In Center - Students who have questions or concerns about their experience at SMSU are encouraged to stop by the DGSSC. Staff members will address the issue and/or connect them to the appropriate department or student service area for additional assistance.

Courtesy Phone Calls - A calling campaign is executed at the beginning of each semester to new first-year students to check in after the first week of classes and to see how each student is acclimating to campus. Calls are also made at the end of each semester once registration windows are open to remind students about class registration for the upcoming semester, help connect them with their academic advisor(s) and answer any questions they may have.

Programming Efforts – The DGSSC plans annual programming to support students including “Meet Your Advisor,” “Mustang Success Night,” and “Finish Strong Week.” Information about each program can be found below:

- Meet Your Advisor – This program is designed to introduce new SMSU students to their academic advisor. The program takes place during Gold Rush Days before the fall semester begins. During “Meet Your Advisor”, students are given the opportunity to learn more about the intricacies of their major and meet other students in their major. All new students, both first-year and transfer, are strongly encouraged to attend this event as it builds a foundation between students and their academic advisor that will be built on during their time here at SMSU.
- Mustang Success Night - This program is held the third week of classes every fall semester. It is a great opportunity for new students to hear from a successful SMSU alum, connect with faculty/staff from all over campus to learn about success related topics and available support services, and have the chance to win prizes (including four \$250 tuition stipends for the following fall semester to assist with retaining the student).
- Finish Strong Week - This program takes place the last week of classes every spring semester and helps students to finish the academic year strong by preparing them for finals and offering activities to help relieve end of the semester stress.

Scaling Up College Completion Efforts for Student Success (SUCCESS) Program – SUCCESS is SMSU’s grant funded program designed to provide holistic, hands-on advising and support for students from historically underserved populations beginning with their admission to SMSU through their degree completion. By advising and supporting students in this manner, we advance our purpose of helping students achieve their goals, save money and graduate on time. Participating students receive dedicated support and recurring financial incentives for meeting with their assigned SUCCESS coach monthly.

Interdisciplinary Tutoring Support – The Deeann Griebel Student Success Center offers free walk-in tutoring in multiple disciplines and courses such as the following: Biology, Chemistry, Economics, Accounting, and support for English Learners. Interdisciplinary tutoring consists of peer-facilitated learning experiences for undergraduates interested in requesting a tutor at SMSU. We work with students to identify and mobilize resources that facilitate learning and promote success. Tutoring can help support retention and completion efforts, aid with course grade improvement, and improve college experience satisfaction. An advantage of interdisciplinary tutoring is the peer-facilitated learning experience, a service that is provided by fellow students who have successfully completed coursework in their tutoring subject areas and earned recommendations from faculty who teach those subjects.

Supplemental Instruction – With the guidance from The International Center for Supplemental Instruction at UMKC, the DGSSC has developed a Supplemental Instruction (SI) program. SI involves utilizing a model student-peer who has successfully completed a course to attend the course a second time and lead peer-facilitated study sessions over the course content outside of regular class hours. By focusing on high DFW rate courses, studies show that students who participate earn higher grades and are more likely to be retained.

Early Alert Procedures - Twice a semester, SMSU faculty are asked to report alerts for any student(s) in their classroom who could use additional assistance and support in one or more of the following areas: *Academic, Attendance, Personal, and Financial*. Outreach and intervention

strategies are then deployed by the DGSSC and Early Alert Intervention Team to help aid in the success of these at-risk students.

Last Date of Attendance (LDA) Interventions – LDA reports are provided by the Registration Office to the Director of Student Success in the DGSSC that identifies students that have LDA grades reported (NA – Never Attended, FQ – Failed Quit, or W - Withdrawal). Outreach and intervention strategies are then deployed to notify students of the LDA grade, educate them on what each LDA grade means, what they can do about their LDA grade, as well as success strategies to help students get back on track (if applicable). Academic advisors are also included on intervention messages regarding LDA grades.

Satisfactory Academic Progress (SAP) Interventions – Students who are not making good academic progress towards their degree and are not meeting the necessary thresholds for their GPA and completion rate each semester, may be at risk of going on academic warning, academic suspension, and/or back on academic probation. The DGSSC works directly with these students to discuss their academic progress, listen to their concerns regarding why they struggled, and connect them to appropriate resources in order to assist them with getting back into good academic standing.

Exit Procedure / Student Perceptions Survey - The DGSSC meets with students who are not planning to continue their education at SMSU to discuss exit procedure steps and to gather valuable feedback about their experience at SMSU. By collecting this feedback, it helps SMSU to learn from our students and make improvements to assist in retention and completion initiatives.

College Now in Education

Specific to the School of Education, a relatively new initiative is an outreach to area high schools to encourage their students to consider a career in education as part of the College Now concurrent enrollment program at SMSU. The School of Education College Now program has grown exponentially since its inception and has collaborated, or currently collaborates, with over 30 high schools throughout the state of Minnesota. Starting with ED 101 Introduction to Education & LAB, the popularity of the career pathway program prompted the addition of ED 251 Introduction to Child Growth and Development as an additional course for concurrent enrollment teacher candidates. A third class, ED 312 Human Relations for Teachers, was added in 2022 and is offered through a Summer Academy model for concurrent enrollment students. All College Now concurrent enrollment partner faculty from the secondary schools go through a rigorous and vetted application process to ensure that the high school faculty meet the qualifications for the SMSU School of Education.

The School of Education faculty and staff organically created a Diversity in Teaching Scholarship for candidates of color pursuing education licensure.

Artifacts:

SoE Faculty & Staff Policy Handbook

[School of Education Strategic Plan](#)

Deann Griebel Student Success Center (DGSSC) Information Sheet

[Office of Diversity and Inclusion](#)

Standard 17. Records of Candidate Progress

The unit must maintain accurate records of candidate progress through the program, including applicable learning opportunities and coursework, clinical experiences, and all program requirements.

The Registration and Records Office and the School of Education maintain records on teacher education candidates. The Degree Audit Reporting System (DARS) has enhanced the ability to maintain complete, accurate, and current records for education candidates. Personnel from Registration and Records, faculty from the School of Education, and staff in the Office of Placement and Licensure work together to develop and maintain these records so that advisors and candidates can regularly review progress of candidates preparing to be teachers. The Registrar has also developed codes to be able to identify licensure-only candidates (typically nontraditional and post-baccalaureate students who already have a bachelor's degree in another field and are now pursuing teacher licensure or those seeking an additional licensure field).

The School of Education maintains records that include application materials, MTLE test results, field experience assessments, Checkpoint assessment reports, and the Graduation Portfolio Review assessment. The Teacher Preparation Program began using LiveText in 2003 to strengthen the data collection process for candidate performance with the electronic teaching portfolio.

In addition to maintaining records for individual candidates, the School of Education submits reports to the Federal HEA – Title II, the Minnesota Association of Colleges for Teacher Education, and the Minnesota Professional Educator and Licensing Board.

Candidates begin creating their *LiveText* teaching portfolio as part of the ED 102 Technology: Classroom Applications and Portfolio Development foundation course. Teacher Preparation faculty have identified content from specific courses and field experiences to address each of the ten Standards of Effective Practice. Later in the education sequence, all education majors are required to take ED 304 Professional Development and Classroom Applications or ECSE/ED/SPED/TESL 459 Professional Development & Action Research, where they receive additional information about the portfolio for use in interviews, including a list of possible artifacts to include highlighting their understanding of effective teaching. Clinical experiences are also tracked in Livetext as classroom mentors and university supervisors complete teacher candidate evaluations with each placement.

Artifacts:

Degree Auditing Reporting System (DARs) - sample
 Graduation Portfolio Rubric - sample
 Placement Tracking in Livetext - sample

Standard 18. Candidate Resources

18.1 Admission Criteria

The unit must make available to candidates, online or in print, a description of the requirements for admission into each program.

The Teacher Preparation Program takes advantage of advising days built into the Academic Calendar each semester. Classes are canceled to allow faculty members to advise students and assist with scheduling courses for the upcoming semester. Each education major is assigned an education faculty member as an advisor upon admission to SMSU, and candidates are additionally informed of the Education advisor with their Admission to the Teacher Preparation Program letter and on their Degree Audit Report. Secondary/K-12 education majors also have a primary advisor in their major content field. Education faculty members participate in campus visit days sponsored by the Admissions Office throughout the academic year and during the summer to meet and discuss the Teacher Preparation Program with prospective candidates.

The implementation of DARS (Degree Audit Reporting System) and other advising tools such as the Program Advising Guides exemplifies the integration of technology with the advising process. DARS is the automated process for tracking students' progress as they complete coursework leading to a degree, diploma, or certificate. Reports (audits) can be generated to show whether catalog requirements have been met, such as required courses in their major, liberal education requirements, minimum GPA, and total credits. This system provides candidates and faculty advisors with a prescribed outline of necessary courses and other requirements needed to satisfy any given B.S. degree, education minor, or certificate program. DARS is especially helpful with transfer courses. When a transferring student's courses are entered into DARS, it automatically applies the equivalent courses agreed upon by SMSU and the transfer institution as listed in the USelect system. If courses exist that are not part of the USelect transfer system, SMSU employs a petition process. A course syllabus (preferred), course outline, or course description (minimum requirement) for the course in question is forwarded to a faculty member who teaches a similar course at SMSU. The faculty member determines whether there is a 70% match or more between the two courses, including any PELSB standards assigned by SMSU to the course; if the match is found, the faculty member signs the petition and returns it to the department chair for approval. With that signature, the petition is then forwarded to the appropriate Dean for final approval, and then to Registration for entry to the student's DARS.

In the fall of 2003, the Teacher Preparation Program began implementation of *LiveText* as a tool for demonstrating levels of competencies tied to teacher preparation standards. This electronic assessment system provides multiple formats for data collection and provides both candidates and education faculty with direct evidence of teacher candidate performance.

Multiple forms of assessment and data collection exist to identify candidates for admission to and retention in the SMSU Teacher Preparation Program. The checkpoint system described under Standard 19 is the process used to ensure that candidates advance successfully through the program and supports faculty advisors as well. This information, along with advising sessions, satisfaction surveys, faculty and course evaluations, student input on the Teacher Preparation Advisory

Committee, and interviews are forms for gathering information and data about the potential of candidates becoming successful teachers.

Artifacts:

[SoE Teacher Preparation Program Application](#)

TPP Admission Information for Partners AY2023

18.2 Completion Requirements

The unit must make available to candidates, online or in print, a description of the completion requirements for each program.

The Director of Clinical Experiences, the Director of Assessment, Accreditation, and Licensure, and the Registrar assure that candidates have successfully completed all Professional Educator Licensing and Standards Board licensure requirements before recommending a candidate for teacher licensure. Candidates must complete a Degree Check as part of the application for student teaching. Education advisors review the candidate's Degree Audit Report (DARS) for evidence of completion of each of the requirements for licensure. A plan for completing any remaining requirements prior to student teaching is created by the candidate and their advisor(s). This plan is then forwarded to the department chairperson for further review, and then sent to the Registration Office for an official review and university signature. Candidate records are reviewed to ensure they contain evidence showing acceptable performance related to the PELSB standards via checkpoints assessed throughout the program. Typically, the candidate applies for graduation at the conclusion of a successful student teaching experience, unless other requirements for a non-licensure minor remain.

The program outcomes, based on the ten Standards of Effective Practice, are the criteria reviewed for the Student Teaching assessment. The evaluation form is the same for all Teacher Preparation Programs, with additional content criteria added for some programs such as special education. The Pre-Student Teaching Experience evaluation is similar but assesses only seven Standards of Effective Practice. Both assessments are available from the Office of Placement and Licensure and are included in informational packets presented to the candidates during mandatory application and placement meetings held for candidates prior to pre-student teaching and student teaching.

Artifacts:

[Advising Guides](#)

Addendum:

We have added the most recent student teaching evaluations to demonstrate how the special education evaluation form differs from the other majors' forms. As we updated our dispositions during the 2023 academic year, we also added the updated SMSU disposition to these evaluations.

Additional Artifacts:

Student Teaching Evaluation

Special Education Teaching Evaluation

18.3 State Requirements for Licensure

The unit must make available to candidates, online or in print, a description of the state requirements for licensure, including information about the completion of a board-adopted performance assessment.

The Teacher Preparation Program publishes information on the School of Education webpage describing the teacher preparation programs' requirements, including information about state required teacher licensure examinations, MTLEs and NES Essential Academic Skill, as well as edTPA. Teacher candidates have formally scheduled meetings with advisors each semester and are encouraged to contact their advisors throughout the year with questions and concerns.

Information regarding required licensure exams is also included in the program advising guides, which are posted both online and are available in hardcopy in the School of Education office for teacher candidates. Candidates also review information on all MTLE licensure exams needed and complete curriculum mapping for their specific licensure area(s) in ED 304 Professional Development & Classroom Applications. Support for licensure examinations and edTPA are woven throughout the program.

The Teacher Preparation Program uses a listserv to reach teacher candidates as well as a Facebook page – SMSU School of Education and Twitter handle @SMSUSchoolofEd. Additionally, the School of Education has implemented a video board that shares announcements and information regarding the TPP.

Artifacts:

[Advising Guides](#)

[Placement and Licensure Webpage](#)

School of Education Candidate Handbook

Student Teaching Seminar Agenda - sample

18.4 Complaint and Grievance Policy

The unit must make available to candidates, online or in print, the unit's procedures for receiving and responding to complaints and grievances from candidates.

Complaint and grievance policies are in all syllabi, School of Education Candidate Handbook, and the University Policy Handbook. The policies specific to candidates are posted on the School of Education website for candidates to access.

Artifacts:

SMSU SoE Syllabus Template - sample

School of Education Candidate Handbook – Chapter 6 Policies

[University Student Grievance/Complaints](#)

18.5 Substitution Policy

The unit must make available to candidates, online or in print, the unit's policy for substituting program requirements for prior learning experiences, coursework, teaching experience, and credit by examination. The policy must make clear that the unit will not substitute prior experience for student teaching requirements in Standard 11, item C, subitem (2) and Standard 12, item D, subitem (2).

When out-of-state, transfer, nontraditional, or post-baccalaureate students apply to SMSU; the process for admission to the university involves an initial transcript review. The candidate uses the petition process to request for a course taken at another institution to replace a similar SMSU course. The candidate communicates with the advisor regarding the petition and then moves it forward to the course instructor, who determines whether Board of Teaching standards and course outcomes have been met. Once the instructor of record for the course recommends the course to be a match or not a match, the petition is then forwarded to the Chairperson, who then moves it forward to the Dean with a recommendation to support or deny the petition. The Dean for the College of Business, Education, Graduate, & Professional Studies makes a final decision to approve or deny the petition.

When a transferring student's courses are entered into DARS, it automatically applies the equivalent courses agreed upon by SMSU and the transfer institution as listed in the USelect system. If courses exist that are not part of the USelect transfer system, SMSU employs a petition process. A course syllabus (preferred), course outline, or course description (minimum requirement) for the course in question is forwarded to a faculty member who teaches a similar course at SMSU. The faculty member determines whether there is a 70% match or more between the two courses, including any Board of Teaching standards assigned by SMSU to the course; if the match is found, the faculty member signs the petition and returns it to the department chair for approval. With the chairperson signature, the petition is then forwarded to the appropriate Dean for final approval, and then to Registration for entry to the student's DARS.

Artifacts:

[Student Petition E-Form](#)

Transcript Review - sample

18.6 Appeal Process

The unit must make available to candidates, online or in print, a description of the candidate's appeal process if not recommended for licensure.

The SMSU School of Education Teacher Preparation Program developed a Due Process policy for teacher candidate appeals in 2004. This document has been reviewed and revised several times since its inception. The appeal process is included in the School of Education Candidate Handbook, which is posted on the [SMSU School of Education website](#) located under Teacher Candidate Resources.

Artifacts:

School of Education Candidate Handbook – Chapter 6 Policies
[University Student Grievance/Complaints](#)

18.7 Expenses and Financial Aid

The unit must make available to candidates, online or in print, cost information, including information about financial aid.

There are many ways that university students are notified of the costs and financial aid that is available. Within the student e-services account, they are able to find a ‘Shopping Sheet’, which provides information on estimated costs and available financial aid. Depending on what year they are in school, determines how we communicate an award offer to them. If they are a first-year student, the student is mailed a copy of their award offer. When we mail the award offer to students, we include a few different handouts, which provide information on cost, understanding their award offer, and a financial literacy handout too. If they are an upperclassmen, then we post this information to their e-services account for review. We do have the same handouts available for any student/family who comes to the office and has questions too.

The financial aid website has a variety of resources for new and returning students who are wondering about costs or financial aid eligibility. Students and families are always welcome to contact the financial aid office via telephone, email, or in person if they have any questions/concerns at any time. The business services website also includes cost information for undergraduate and graduate credits.

Artifacts:

[Business Services website](#)
[Financial Aid website](#)

Addendum:

We have added a link in the website index that will bring candidates to the webpage with tuition costs. There are also links in the main ribbon for information on the cost to attend SMSU and financial aid information. The financial aid handouts that were noted in the narrative have been added as evidence.

Additional Artifacts:

[SMSU Education Programs Homepage](#)
 Be a Responsible Borrower
 Financial Aid Award Enclosure & Cost of Attendance
 SMSU Financial Aid Award Checklist

18.8 Unit and Program Accreditation Status

The unit must make available to candidates, online or in print, unit and program accreditation status.

The SoE shares its unit and program accreditation status with candidates via the [SoE website](#). Specific licensure programs are listed under the Teacher Candidate Resources section in [Advising Guides](#).

Artifacts:

[SoE Assessment and Accreditation Webpage](#)

Standard 19. Content and Pedagogy Standards

The unit must monitor each candidate's attainment of content and pedagogical knowledge and skills as required by parts 8710.200 to 8710.8080, enactment of unit-determined professional dispositions, and progress toward completing the program by assessing each candidate:

- (1) at a minimum of three identified checkpoints, including at entry, midpoint through the program, and at exit;
- (2) Through multiple assessments throughout the program.

Teacher candidates are assessed on academic competency in the content area they plan to teach via multiple methods. The MLTE content exams are an indicator of competency as well as the key assessments tied to content standards in each program. Teacher candidates are observed by cooperating teachers and university supervisors and evaluated on subject matter in each placement, specifically focusing on pre-student teaching experience and student teaching.

The Teacher Preparation Program has identified a four-checkpoint system for admission and progression through the professional education sequence. Key assessments are included within each checkpoint to monitor attainment of content and pedagogical knowledge. These four checkpoints include:

Checkpoint One: Admission to the Teacher Preparation Program

Checkpoint I occurs during acceptance into the Teacher Preparation Program and focuses on the Standards of Effective Practice and unit-determined professional dispositions.

The key assessments in checkpoint I are the same for all teacher candidates, regardless of their licensure program. In ED 101 Introduction to Education and ED 601 Foundations in Education & Lab, candidates complete a philosophy of education. They participate in a 15-hour field experience and are evaluated through observation and planning/teaching one lesson.

The MN Standards addressed include:

- Philosophy of education: SEPs 7A, E, F; 9B, D, E; 10A, C.
- Field experience: SEPs 4B, C, H; 6C, D, J; 9H, J, L and dispositions.

Checkpoint Two: Application for Student Teaching

Checkpoint II is also within our SEP package. Students have the option to take ED 312 Human Relations for Teachers, SOCI 212 Human Relations or SOCI 331 Racial & Ethnic Relations. Key assessments within checkpoint II include a Native American project and a text analysis for bias, as well as positive recommendations from their 10-day pre-student teaching experience cooperating teacher and university supervisor.

The MN Standards addressed include:

- Native American project and text analysis for bias: SEPs 3D, J; 9C, G, I; 10D, E, G
- Pre-student teaching experience: All SEPs.

Checkpoint Three: Methods

Checkpoint III occurs during a variety of courses after admission to the TPP. One key assessment within checkpoint III includes a unit plan or other project related to their licensure program. For example, candidates in TESL 435 TESL Methods and LAB develop a TESL unit, which is assessed with a rubric aligned to the content standards in TESL. In ED 301, ED 423, and ED 601, teacher candidates develop a classroom management plan. After pre-student teaching, their evaluations from their university supervisor and cooperating teacher are the gateway for moving forward to student teaching.

The MN Standards addressed include:

- Content standards, specific to each program, such as this example for Health Education:
 - Standard 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
- All SEPs

Checkpoint Four: Student Teaching

Checkpoint IV is student teaching, which is the culminating course at the end of the program. The cooperating teacher and the university supervisor complete student teaching evaluations, aligned to each of the 10 SEPs. Candidates must receive a positive recommendation to complete the student teaching experience and to be recommended for graduation and licensure.

A 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 a School of Education faculty member to complete a review of their portfolio, highlighting their best work in each of the 10 SEPs and in their knowledge of their content area. Candidates must receive a positive recommendation to be recommended for graduation and licensure.

All candidates must 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. If required to resubmit, the teacher candidate will receive remediation from School of Education faculty and staff members and will then resubmit to Pearson for official scoring. Once a candidate resubmits, they can be recommended for graduation and licensure when all other requirements are met.

Dispositions are critical in the field of education. The Teacher Preparation Program (TPP) requires that teacher candidates complete a self-assessment of their own dispositions as a component of application to the TPP. Faculty are asked to utilize the standard disposition form to submit disposition concerns. Concerns are brought forward to the faculty at the undergraduate faculty meetings to determine if there is a shared concern. Advisors assist in meeting with teacher candidates to address any issues. If needed, a remediation plan is implemented to allow the teacher candidate an opportunity to learn and grow from any areas of concern or deficiencies.

Artifacts:

Checkpoints with Key Assessments for Licensure Programs
 Candidate Disposition Self-Assessment
 SMSU Dispositions Growth Plan
 School of Education Candidate Handbook

Addendum:

Faculty monitor candidate progress of content and pedagogical knowledge through course assessments. Candidates upload their key assessment for each checkpoint in LiveText, which is a comprehensive data management system for assessments, portfolios, and field experience modules. Rubrics were created in Livetext based on content standards and aligned to the Standards of Effective Practice. Candidates are scored on the 4-point scale. Faculty review aggregated results during writing of the Annual Report and Assessment and Accreditation Meetings. If it is not a key assessment, then it is housed in D2L Brightspace. If a candidate does not receive an overall acceptable score for the exit graduation portfolio review, the candidate has the opportunity to improve their score to demonstrate proficiency. A candidate must demonstrate proficiency in order to be moved forward to be recommended for licensure.

In ED 424 Elementary Math Methods and Lab, the candidates complete a dispositions assignment in which they note three dispositions they want to work on. This self-evaluation is an example of monitoring their own dispositions. Candidates complete a self-assessment of their dispositions in ED 101 Introduction to Education, at the point of application to the TPP, at the methods level (ED 424 for example), and at the point of exiting the TPP.

Additional Artifacts:

ED 424 Elementary Math Content Rubric
 ED 424 Elementary Mathematics Unit Rubric Results
 ED 424 Math Unit Plan Sample
 School of Education TPP Assessment Checkpoints

Standard 20. Individualized Advising

20.1 Content and Pedagogical Knowledge and Skills

The unit must provide each candidate with individualized advising prior to student teaching or practicum, which includes discussing the candidate's attainment of content and pedagogical knowledge and skills as required by parts 8710.2000 to 8710.8080, enactment of professional dispositions, and progress toward completing the program.

Teacher candidates are assigned an education faculty member as an advisor when they declare education as their intended major. Advising is offered by faculty members who teach in majors of expertise related to the licensure area(s) that the candidate is seeking, which allows teacher candidates and faculty to develop an ongoing rapport throughout their time in the program and provides opportunities for authentic discussions regarding a candidate's content and pedagogical knowledge and skills. Content area education majors are assigned two mentors – one advisor within the School of Education and another from the content area to help advise specifically on content courses as well as assist in advising for the Liberal Education Program.

All candidates complete a 4-year graduation plan for completing their intended education major as part of ED 102 Technology: Classroom Applications and Portfolio Development. Advisors assist in developing a graduation plan for each advisee and meet individually with advisees at least once per semester. For admission to the Teacher Preparation Program, advisors review candidate application files and make recommendations to the undergraduate licensure faculty for approval. In addition, advisors review degree checks for the teacher candidates at the completion of the Teacher Preparation Program as well as write letters of recommendation for advisees per their request. Throughout a candidate's advising and developing rapport with their advisor, professional dispositions and progress toward completing the program are reviewed each term.

Artifacts:

[Advising Guides](#)

Student Planner - Graduation Plan - sample
 Candidate Dispositions Self-Assessment
 ED TPP Advising Notes for S23 - sample
 Faculty Dispositions Assessment
 School of Education Candidate Handbook

Addendum:

The graduation plan for each candidate is located in their e-Services account. The student and faculty have access and can edit the graduation plan until locked for the degree check process prior to applying for student teaching and then graduation.

The SMSU Candidate Disposition Form is another tool for advisors to monitor their advisees and intervene, if needed. All Introduction to Education teacher educators complete the disposition form for all the candidates in their class at the end of the semester. It is also regularly completed as part of the clinical experience evaluations in Pre-Student Teaching and Student Teaching. All faculty have access to the form and create an entry if there is a concern with candidate dispositions at any point within the program. When a faculty completes the disposition form, they also contact the

advisor to explain the situation. The results of these assessments are kept in the Advising channel in the shared Microsoft Team. As needed, faculty, advisors, and Ed Leadership communicate with each other and the candidate if concerns arise. For example, the advisor communicates with the candidate during advising to consider any disposition concerns as the candidate progresses through the Teacher Preparation Program.

20.2 Counseling a Candidate Out of the Program

The unit must provide each candidate with individualized advising, which includes counseling a candidate out of the program who is failing to evidence the necessary content and pedagogical knowledge and skills or professional dispositions to be an effective teacher.

If a candidate receives a “Not Recommended” evaluation from a cooperating teacher during a clinical experience, a growth plan will be developed to move forward with an opportunity for a second placement with a new cooperating teacher and university supervisor if one is required for the specific clinical experience. The growth plan will be developed by the Director of Clinical Experiences in collaboration with the instructor of record for the specific course and the candidate’s advisor.

If a candidate receives more than one “Not Recommended” evaluation, the candidate will meet with the Director of Clinical Experiences in Education, the candidate’s advisor, and the SoE Chairperson as available to discuss other majors. At the point of three “Not Recommended” evaluations, a candidate is counseled out of the program, and TPP acceptance is revoked. A candidate may choose to reapply after one full year from the end of the term when the third “Not Recommended” evaluation was received.

If a teacher candidate is not successful in their student teaching placement, they will meet with the Director of Clinical Experiences, their advisor, and the SoE chairperson as available; to develop a growth plan to either move forward with a second student teaching placement they will be counseled out of the program and guided to another major/degree option. If the candidate is offered a second placement and is unsuccessful, they will be counseled out of the program and guided to another major/degree option. If the candidate wishes to appeal, they will need to write a formal letter to the School of Education faculty and staff requesting the decision to be reconsidered. If the decision remains, the candidate may appeal the decision to the Dean of the College of Business, Education, and Professional Studies.

Appeals related to licensure recommendations should be brought initially to a committee composed of the Director of Assessment, Accreditation and Licensure, the Director of Clinical Experiences in Education, the Chairperson of the School of Education, and the Dean of the College of Business, Education, and Professional Studies. If the appeal is not resolved at this level, the Professional Educator Licensing and Standards Board, at the request of a teacher candidate preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the candidate and a postsecondary institution providing a teacher preparation program

when the dispute involves an institution's recommendation for licensure affecting the candidate or candidate's credentials. This appeals process is in accordance with MN Statute 122A.09.

Artifacts:

School of Education Candidate Handbook: Chapter 6 Policies
Growth Plan for Student Teachers
Professional Dispositions Growth Plan

20.3 Documenting Program Completion

The unit must provide each candidate with individualized advising, which includes documenting program completion.

Candidates meet with their advisor each term at a minimum. In addition to individual advising and the degree check process with the advisor and credential evaluator, the Director of Clinical Experiences in Education reviews teacher candidates' coursework the semester before student teaching to ensure that all other program requirements have been met. During student teaching, the candidates attend three student teaching seminars in which faculty and staff guide them in completion of the last steps prior to earning their degree in education. Program completers are marked in ISRS (Integrated Statewide Record System) after their degree is posted and are included in the Title II data that is reported annually.

Artifacts:

[Advising Guides](#)

ED TPP Advising Notes for S23 - sample
Student Planner – Graduation Plan - sample

[Degree Check Process](#)

Program Completer Spreadsheet

Standard 21. Board-Adopted Performance Assessment

The unit must ensure each candidate, prior to completing an initial licensure program, completes a board-adopted teacher performance assessment if an assessment exists that is aligned with the license sought.

SMSU teacher candidates complete the edTPA during their student teaching placement. If teacher candidates have more than one licensure area, they can choose which handbook they would like to use. Prior to signing licensure paperwork, certification officers verify that the candidates have submitted their edTPA to Pearson.

Artifacts:

ED 473 Teacher Licensure Requirements Syllabus
edTPA Data Report

Subpart 5. Standards for Teacher Educators

Standard 22. Diverse Faculty

The unit must implement effective strategies to recruit, retain, and increase the percentage of teacher educators who are of color or indigenous in proportion to either regional or state K-12 student demographic ratios.

The Teacher Preparation Program understands the need for diversity in education at all levels. The Teacher Preparation Program actively recruits diverse faculty and has included efforts in the School of Education Strategic Plan that reflects the efforts of the entire university.

The university hiring process includes training for each search committee based on university and Minnesota State policies. Through this training, search committees consider candidates from protected classes. Once candidates have been identified to move forward in the hiring process, the HR Director reviews the potential list, and may add to the list with special emphasis on protected classes and affirmative action.

Minnesota State's guiding principle of Equity 2030 aims to eliminate educational equity gaps at all Minnesota State colleges and universities by 2030. Equity 2030 is an approach to rethink the way Minnesota State and our colleges and universities operate on a day-to-day level. As institutions of higher education, our core mission is represented by teaching and learning. SMSU has hired its first Assistant Vice President for Equity and Inclusion to support the advancement of Equity 2030 goals. There is a plan in place to show how the university is seeking to align itself with these goals for faculty, as well as students.

The Affirmative Action Plan for the University is currently being updated. That will be done this fall and posted to the website. We expect this to include new information, as well as goals for the campus.

Artifacts:

[Affirmative Action Office Website](#)

[Office of Human Resources](#)

[SMSU Office of Diversity and Inclusion](#)

[SMSU Strategic Planning](#)

[Equity 2030](#)

Standard 23. Documentation of Faculty Qualifications

The unit must ensure each teacher educator is able to show expertise for teaching assignments through documentation of one of the following:

- (1) the individual holds a master's degree or higher in any field and:
 - a.) at least 18 graduate credits in the teacher educator's area of instruction; or
 - b.) has completed a dissertation or published peer-reviewed research in the teacher educator's area of instruction.
- (2) the individual:
 - a.) holds a bachelor's degree in any field;
 - b.) has at least five years of experience as a teacher of record; and
 - c.) has completed a state-approved teacher preparation program.
 - *At least one of the components listed in units (a) to (c) must align to the content area of instruction.
- (3) for teacher educators of career and technical education or the visual or performing arts, a bachelor's degree in any field and at least five years of relevant professional work experience aligned to the teacher educator's area of instruction; or
- (4) the individual holds a bachelor's degree or higher in any field and provides evidence of the individual's background and experience to the board that demonstrates essential equivalency of necessary pedagogical and content standard proficiency. Examples of background and experience include, but are not limited to, previous work experiences, teaching experiences, educator evaluations, industry-recognized certifications and national board certification.

The School of Education faculty are qualified to teach their current assignments. The qualifications for faculty teaching in the licensure program are documented in the SoE Faculty & Staff Policy Handbook. The SMSU School of Education currently has higher standards than required by the state for faculty.

Faculty qualifications are tracked on the Faculty Qualifications Spreadsheet and the faculty submit a current CV (curriculum vitae) each academic year that is kept on file. Review of the curriculum vitae and teaching licenses held by the School of Education faculty members shows that many are licensed in more than one subject field and level. SMSU takes pride in hiring faculty with varied backgrounds. In addition to classroom teaching in public and parochial schools, faculty have worked in residential schools, Native American Reservation schools, school administration, as paraprofessionals, and in the business and research sector.

Faculty members designated as the program leads are qualified with advanced academic preparation. The program leads are responsible for understanding current Professional Educator Licensing and Standards Board licensure standards and expectations for the specific licensure program. Curricula Vitae are on file as evidence.

Based on expertise and advanced academic preparation, the Chairperson assigns courses considering faculty qualifications. The School of Education creates a hiring authorization that specifies the academic preparation and years of teaching experience for the specific position. SMSU search committees include representatives from the School of Education as well as across campus.

Artifacts:

Curricula Vitarum (CV) – samples
 SoE Faculty & Staff Policy Handbook
 Faculty Qualifications Report
 Hiring Authorization – sample
 SMSU School of Education Standards for Faculty Qualifications

Standard 24. Field-Specific Methods Instruction***24.1 Methods Faculty Qualifications***

The unit must ensure each teacher educator of field-specific methods instruction, including reading methods, is able to show expertise for teaching assignments through documentation of one of the following:

(1) the individual:

(a) holds a master's degree or higher in any field and:

- i. has at least 18 graduate credits aligned to the content area of instruction;
- ii. has completed a dissertation or published peer-reviewed research in the teacher educator's area of instruction; or
- iii. has completed a state-approved teacher preparation program aligned to the content area of instruction; and

(2) the individual:

- (a) holds a bachelor's degree in any field;
- (b) has completed a state-approved teacher preparation program; and
- (c) has seven years of experience as a teacher of record, including at least three years aligned to the scope and content area of instruction.

*At least one of the components listed in units (a) and (b) must align to the content area of instruction.

(3) for teacher educators of field-specific methods in career and technical education or the visual and performing arts, the individual:

(a) holds a bachelor's degree in any field and:

- i. the bachelor's degree is aligned to the content area of instruction;
- ii. the individual has at least five years of relevant professional work experience aligned to the teacher educator's content area of instruction; or
- iii. the individual has completed a state-approved teacher preparation program aligned to the content area of instruction; and

(b) has seven years of experience as a teacher of record, including at least three aligned to the scope and content area of instruction; or

(4) the individual holds a bachelor's degree or higher in any field and provides evidence of the individual's background and experience to the board that demonstrates essential equivalency of necessary pedagogical and content standard proficiency. Examples of background and experience include but are not limited to previous work experiences, teaching experiences, educator evaluations, industry-recognized certifications and national board certification.

Methods faculty are assigned to teach and supervise in their areas of expertise and licensure considering both content and scope. Specifically, faculty members teaching methods courses and reading courses have advanced academic training and experience teaching in the E-12 level. The Faculty Qualifications Report serves as evidence of meeting this standard along with licensures and CVs for faculty. These documents are updated annually and collected by the Director of Assessment, Accreditation and Licensure. This information is considered as the Chairperson assigns courses to faculty.

Artifacts:

Curricula Vitarum (CV) – samples
Faculty Qualifications Report

Standard 25. Faculty Effectiveness

The unit must monitor and assess each teacher educator’s effectiveness as an instructor at least once every three years, including using observations and candidate feedback, unless prohibited by an employment agreement.

Article 22 of the Inter-Faculty Organization Master Agreement with the State of Minnesota governs the evaluation of SMSU’s School of Education teacher educators. Each faculty member is required to submit a professional development plan (PDP) to the department chairperson and respective dean. Faculty then submit a professional development report (PDR) based on the feedback they receive from the dean, chairperson, and colleagues regarding their PDP. Faculty submit per the [timeline](#) of their respective ranks and tenure.

As noted in the IFO/MnSCU Master Agreement under Article 22. Section A.

The purpose of professional development is to provide for continuing improvement in teaching, in other student interactions, in the quality of scholarly activity, and in other service to the university and community. A faculty member’s continuous improvement toward equity and inclusion and efforts toward the elimination of education equity gaps are highly valued within these activities. Additionally, evidence of high-quality assessment of student learning outcomes is an area that is highly valued in the PDP/PDR process. The purpose of evaluation is to provide faculty with information which will contribute to their professional development. The evaluation processes are intended to be supportive of a faculty member’s desire for continuing professional growth and academic excellence. This process contributes to various personnel activities and supports the interest of each faculty member to achieve continuing professional growth and to pursue the highest possible level of academic excellence.

The five criteria for evaluation include:

1. Demonstrated ability to teach effectively and/or perform effectively in other current assignments
2. Scholarly or creative achievement or research
3. Evidence of continuing preparation and study
4. Contribution to student growth and development
5. Service to the university and community

At the end of the evaluation period, each faculty member prepares a summary report (PDR), together with appropriate documentation describing the progress made in respect to achieving

his/her objectives as specified in the professional development plan. Documentation may include such materials related to student advisement, peer reviews, course syllabi, and candidate/course feedback from course evaluations, student assessments, papers delivered at meetings, grants received, curricular proposals or revisions, supervising student projects, and community presentations.

Additionally, faculty receive letters from University Administration documenting feedback from students via the SMSU Campus Exit survey.

Artifacts:

[IFO/MnSCU Master Agreement](#)

IFO Professional Development Criteria: Article 22 (p.64)
 Professional Development Plan (PDP) - samples
 Professional Development Report (PDR) - samples

Standard 26. Professional Development of Faculty

26.1 Opportunities Related to Area of Instruction

The unit must require and document for each teacher educator completion of ongoing professional development opportunities related to the teacher educator's area of instruction focusing on research-based best practices.

Copies of progress reports are sent to the faculty member through the appropriate chair and to the dean. The progress report goes through the same course as the plan. Department members write comments to support the faculty member in professional development. The faculty member meets with the Dean to discuss achievements made during that period. A written summary of the Dean's assessment of the faculty member's accomplishments in respect to the plan is sent to the faculty member and placed in the faculty member's official personnel file. The annual evaluation informs final recommendations relative to reappointment, acquisition of tenure, and promotions.

Consistent with the conceptual framework, the university supports the notion of life-long learning and provides resources for the professional development of its faculty. Every year, each faculty member receives approximately \$1500 as contractual money for professional travel in AY23. In addition, each faculty member may apply for faculty improvement grants, not to exceed \$800 within a biennium, to use on projects to pursue scholarship goals and continuing preparation for teaching, as indicated in the professional development plan. The university also offers in-house training sessions for faculty and staff. For example, the Center for Online Learning and Teaching (COLT) offers a variety of professional development throughout the academic year.

Faculty are members of professional organizations at the state and national levels and participate in selected meetings. For example, faculty regularly attend MACTE – Minnesota Association of Colleges for Teacher Education, and several have attended ILA – International Literacy Association, ASCD, and MREA – Minnesota Rural Education Association.

Artifacts:IFO/MnSCU Master Agreement:

IFO Professional Development Criteria: Article 22
 Curricula Vitarum (CV) - samples
 Professional Development Plans (PDPs)– samples
 Professional Development Reports (PDRs) - samples
COLT Training Offerings

26.2 Faculty Involvement in School Settings

The unit must require and document for each teacher educator completion of 30 hours in a three-year period of professional involvement in an early childhood, elementary or secondary school setting aligned to the area of instruction that must include at least one of the following: teaching, tutoring, supervising candidates in the field, completing observations, school-level consulting, or engaging with a professional learning community.

The Teacher Preparation Program faculty are active in the education field outside of the institution and have a variety of opportunities for ongoing E-12 experiences each term, such as clinical observations, volunteering, leading professional development, tutoring, and sabbatical teaching experiences. Each faculty member tracks his or her hours and experiences in E-12 settings and the information is reported and recorded by the Director of Assessment, Accreditation and Licensure as evidence. Faculty may also include this information in the Curriculum Vitae and Professional Development Report.

Artifacts:

Curriculum Vitarum (CV) - samples
 Professional Development Reports (PDRs) - samples
 Faculty E-12 Experience Tracking Document

26.3 Orientation to MN Statutes and Requirements

The unit must require and document for each teacher educator completion of periodic orientation on requirements in chapters 8705 and 8710 and Minnesota Statutes, chapter 122A.

The Director of Assessment, Accreditation, and Licensure oversees the requirements and documentation for each teacher educator. Periodic orientation on requirements is offered each term via presentations, webinars, meetings, and online communication.

Artifacts:

Assessment & Accreditation Meeting Minutes
 Coaching Adult Learners Training

Subpart 6. Standards for Unit and Program Oversight

Standard 27. State and Federal Reporting

The unit must:

- (1) meet the applicable requirements in this chapter, chapter 8710, and Minnesota Statutes, chapter 122A.
- (2) administer all licensure programs as approved.
- (3) ensure information submitted to the board as part of the unit approval process and program approval process is not misleading, false, or fraudulent.
- (4) comply with state and federal data practices laws.
- (5) maintain an assessment system that enables storing, tracking, and reporting to meet state and federal annual data submission requirements.

The School of Education Chairperson serves as the overall unit leader for Teacher Education and the entire department, including nonlicensure programs. The Chairperson reports to the Dean of the College of Business, Education, Graduate, and Professional Studies. The Director of Assessment, Accreditation and Licensure is the lead facilitator in the preparation, submission, and review of applications for PELSB, as well as leading the department in the assessment and accreditation process in collaboration with the Chairperson and program leads from the various programs. The Chairperson reviews and monitors EPPAS and is in direct communication with PELSB as needed, along with the Director of Assessment, Accreditation, and Licensure.

The Director of Assessment, Accreditation, and Licensure submits changes in EPPAS to PELSB for approved programs (PERCAs) in collaboration with the School of Education (SoE) Chairperson and program leads coordinating, advising, and teaching within the specific programs. Faculty members designated as the program leads are qualified with advanced academic preparation. The program leads are responsible for understanding current Professional Educator Licensing and Standards Board licensure standards and expectations for the specific licensure program.

The Director of Assessment, Accreditation, and Licensure completes and submits reports, specifically Title II, in collaboration with the Chairperson. The Director collaborates directly with the Chairperson throughout this process, and reports are shared with the Dean of the College of Business, Education, Graduate, and Professional Studies. The Dean of BEPS reports to the Provost, who reports to the President. The reports are shared with the administration. All data is stored in secure drives and folders with restricted access.

Considering data privacy, reporting consists of data sets greater than 10. If needed, data is combined from three to five years (or more as needed) to meet an $n > 10$ for the purposes of reporting.

Artifacts:

[SoE Chairperson Job Description](#)

-Article 20 Section B. & Appendix E (p. 129)

Director of Assessment, Accreditation and Licensure Job Description
SoE Faculty & Staff Policy Handbook

-Policies Related to Candidates

[Organizational Chart for the University](#)

Organizational Chart for the School of Education

PERCA for SEP & Content - samples

PELSB Official Communication – sample

Livertext by Watermark Report – sample

Title II Reporting – sample

SMSU Data Summary Reporting – sample

Student Teaching Seminar - Licensure Information

Standard 28. Designated Unit Leader

28.1 Recommendation of Teacher Candidates for Licensure

The unit must designate a leader responsible for recommending candidates for licensure upon completion of the teacher preparation program.

The Director of Assessment, Accreditation, and Licensure, Kala Kopitski, oversees the preparation of required paperwork to submit to the Minnesota Professional Educator Licensing and Standards Board (PELSB) for teacher candidate licensure. SMSU has four additional Certification Officers who are certified to submit applications for licensure, Director Rebecca Panka, Dr. Toni Beebout-Bladholm, Christine Quisley, and Dr. Sonya Vierstraete. Certification Officers verify that requirements have been met before the application is submitted.

Faculty advisors, the Chairperson for the School of Education, and the Registrar's Office staff verify degree checks prior to a candidate completing the licensure program. The Director of Clinical Experiences reviews a candidate's degree audit report along with the student teaching application. After student teaching, the Certification Officer reviews the candidate's transcripts and records before recommending for licensure. The Certification Officer utilizes course equivalency sheets, a licensure-only checklist, and advising guides to determine all course requirements are met prior to licensing. The candidate must have completed all the licensure requirements set forth in the Minnesota Administrative Rules and of SMSU's Teacher Preparation Program to be recommended for licensure in the state of Minnesota.

Artifacts:

[Advising Guides](#)

Course equivalency form

[Placement and Licensure Webpage](#)

Steps for Applying for a MN Professional License

Certification Officers: Director Kala Kopitski, Director Rebecca Panka, Dr. Toni Beebout-Bladholm, Christine Quisley, and Dr. Sonya Vierstraete

28.2 Board Communication

The unit must designate a leader responsible for communicating with the board, including notifying the board of changes to approved programs through program reporting process and submitting licensure program proposal applications and program effectiveness reports.

Proposed applications (RIPAs) are submitted to PELSB in EPPAS for approval by the Director of Assessment, Accreditation, and Licensure in collaboration with the Chairperson for the School of Education and program leads coordinating, advising, and teaching within the specific programs.

Artifacts:

SMSU IoWA EDIAM Fall 2021

EDIAM Authorization

Standard 29. Resources and Support for Continuous Improvement

The unit must have financial, human and physical resources to maintain licensure programs, support teacher educators, provide administrative support, and meet all unit and program standards, including the ability to collect and analyze data for continuous improvement.

SMSU is committed to providing ongoing financial and physical resources to enable the School of Education to fulfill its mission, goals, and expected outcomes.

Financial Resources

SMSU receives most of its funding from state appropriations and from tuition paid by students. The remaining revenue is comprised of restricted student payments, state, federal and private grants, sales and other. Tuition rates are determined by the University during the annual budgeting process and then are presented to, and approved by, the Minnesota State Board of Trustees. However, approval of tuition rate increases can also be affected by legislative action. The Minnesota State Board of Trustees also limited the amount that fees could increase over this time, but SMSU decided to keep fee increases even lower than the limit. The Learning Communities set their tuition rates as close to market condition rates allow.

The President's Cabinet works on the budget details and then presents a preliminary budget for review to all constituency groups at Meet and Confers. Student consultation is mandatory by MnSCU policy; the budget is discussed at student Meet and Discusses, which usually occur monthly. The President and/or Vice President for Finance and Administration also meet with the student government leaders and may attend student government meetings to present portions of the budget. After receiving input from constituencies, the Cabinet revises the proposed budget based on changing conditions and changes in expense and revenue estimates. By mid to late spring, an initial budget is approved by the President and submitted to the Minnesota State Board of Trustees for approval. The budget is finalized with minor changes prior to the beginning of the fiscal year, July 1. Summary documents are provided to campus constituencies in the fall. Each year the current budget is available on the Vice President for Finance and Administration's website (<http://www.smsu.edu/administration/vpfinanceadmin/>) and on a shared drive to which all employees have access.

The academic and administrative areas are given an aggregate operating budget amount, which the area Vice-Presidents and Deans then work with their respective departments and programs to determine the operating budgets, by department and program level. The Dean consults with the School of Education's chairperson regarding the annual operating budget and other funds available. The Chairperson of the School of Education is responsible for the operating budget of the program. The Chairperson would bring financial changes during the year to the Dean of the College of Business, Education, and Professional Studies' attention.

Human Resources – Faculty and Staff

Eighteen full-time equivalent faculty members and multiple adjunct instructors currently staff the School of Education. The School of Education has one full-time Office Administrative Specialist. The Placement and Licensure Office has a full-time Director, a full-time Office Administrative Specialist, and a full-time Field Placement Coordinator. Supporting the School of Education is a full-time Director of Assessment, Accreditation, and Licensure, who serves as the lead Certification Officer. The faculty members are members of the Inter Faculty Organization (IFO). The Placement and Licensure Director and the Director of Assessment, Accreditation, and Licensure are members of the Administrative and Service Faculty Organization (ASF). The Office Administrative Specialists and Field Director are members of the Council 5 AFSCME bargaining unit. Compensation is based on negotiated contracts for each bargaining unit.

Although commonly operating on overload (above 24 credits for the academic year) with adjunct faculty support, education faculty are consistently assigned to courses in their area of advanced academic preparation and experience. This provides for consistent quality and delivery of the program over time.

Annually, each academic department receives professional development funds based on the full-time equivalent count of faculty within the department to be used for professional development activities. Faculty also may apply for professional improvement funding through an internal grant process. ASF members have similar professional development opportunities.

Physical Resources

Facilities

The majority of faculty and other staff members for the School of Education are in the Individualized Learning Building. The Physical Education faculty are located in the Physical Education building. The Learning Center for Teacher Education is located within the Academic Commons area of the Individualized Learning Building. Classrooms used are often within the Individualized Learning Building but can be held around campus. The Learning Communities identify spaces within the community they are in for their weekend classes. Often lease agreements for rental of space are made between local community colleges, local school districts or other available spaces.

Library Resources

The SMSU McFarland Library is available to students seven days per week (90½ hours) during the academic year and many services are available via the library website. The physical space is a four-story building located near the center of campus.

Physical Space and Collections

The main (2nd) floor includes both university technology and library circulation and interlibrary loan services and houses the library's print journal collection. The university's Technology Resource Center (TRC) is not located in the library and began offering services there in July 2016. This has been a good partnership for the library and a well-located service for students needing technology assistance.

The main floor offers both Macintosh and PC computers, three printers, a photocopier, a scanning station, study tables, individual study spaces, including six technology-enabled study stations and one group study room.

The third floor includes two computer classrooms equipped with 16 and 32 computers, presentation technologies, and instructor stations. When classrooms are not in use for instruction, they are open computer labs for students to utilize. Computer stations, two printers, a scanning station, study tables, and three group collaboration study rooms are also available. This floor houses the Reference Collection.

The fourth floor holds the library's circulating book and media collections and is the designated quiet floor. There are three group study rooms available.

The fifth floor includes computer workstations, two printers, study tables, and one group collaboration study room. Although not managed by the library, the Writing Center (a peer-tutoring service run by the English Department) is also housed on this floor.

In addition to the four-floor library, the library maintains the Education Curriculum Library, housed in the Deeann Griebel Student Success Center. The Education Curriculum Library houses Picture Books, Juvenile Fiction & Non-Fiction, Beginning Readers, and K-12 Curriculum examples, along with teacher resources such as those to support lesson planning, classroom management, and other classroom experiences.

Staffing, Services, and Resources

The library is staffed by four ALA-accredited librarians and four library technicians. All librarians teach information literacy sessions upon faculty request. The Collection Management Librarian is the primary contact for material requests; she encourages and welcomes suggestions for purchase from program faculty. Faculty are informed via email when the items they have requested are available for checkout. The library primarily operates on a first-come, first-served basis for requests and the librarians depends on requests from faculty to help fill program needs. As new courses are proposed within the curriculum, the Collection Management Librarian sits on the faculty Curriculum Committee to help identify any resources the library may have or may need to support the proposed curriculum.

Librarians are available to assist students in a variety of ways: via phone, email, and chat and also through individual appointments (a.k.a. Research Consultations). Students can meet in person or through Zoom. Chat services are maintained 24X7 through a consortia agreement with Minitex. Many journals are available in full-text or indexed in academic databases. Education-focused databases include Education Research Complete, ERIC, Professional Development Collection,

Teacher Reference Collection, and related databases such as Psychology Database, PSYCInfo, and Sociological Abstracts and general databases such as Academic Search Premier. The library also subscribes to the multi-disciplinary databases of JSTOR and ScienceDirect – both, which have Education holdings. Students can access the online resources 24X7 by authenticating through an EZProxy server using their StarID login.

Articles not available in full text in the library databases or available in our print collection may be requested via interlibrary loan (ILL). The library is part of the Minitex Library Consortium and ILL requests are filled promptly and most often electronically directly to students' email, through that service. Minitex is a publicly supported network of academic, public, state government, and special libraries serving patrons in Minnesota, North Dakota, South Dakota, and Wisconsin libraries. The extent of information students can access throughout the region is extraordinary, and the service is prompt and at no additional cost to students.

Books and media materials circulate to students for 45 days. Students receive a courtesy notice via email a day or two before their items are due; if they are not returned by their due date, items are automatically renewed once. Reference materials and print journals do not circulate, but entries and articles can be scanned at no cost or photocopied for 10-cents per page. Faculty may choose to put items on reserve for specific courses. Course reserve items circulate as the professor indicates (e.g., 2-hours, 4-hours, 1-day).

The library subscribes to three streaming video services (Films on Demand, SWANK, and Kanopy) for use in face-to-face classes or embedded into online courses.

Library Research Guides are created to pull resources together for program areas and specific classes as needed to support instruction. There are several Research Guides for Education – some for general topic areas and some to support specific courses. (<http://libguides.smsu.edu/>) The McFarland Library also provides browsing access to Education journals through BrowZine (<https://browzine.com/libraries/1921/subjects/67/bookcases/161?sort=title>)

Technology Resources

SMSU students are well served by the technologies specifically geared to student needs. SMSU has a student technology fee, with decisions regarding distribution of technology fee funds made by the Student Technology Fee Committee, which has a student majority membership. Every year, this committee reviews SMSU's student-oriented technologies, and then decisions are made to perform upgrades, make new investments and meet student demands for technology services.

Student technology fee funds have been supplemented by federal funds provided in recent years as part of Covid 19 relief. The University has targeted a significant portion of these funds towards enhancements to support the ability to provide hybrid-learning opportunities. Specifically, investments have been made in classroom technology and campus network infrastructure.

SMSU has worked diligently to keep the campus up to date with technologies that support both on-campus and off-campus instruction. The University's Information Technology Services division in concert with the Minnesota State System Office and the Southwest/West Central Organization for Telecommunications & Technology (SHOT) provides support for technology services. SHOT is

one of the six Learning Network Regions in the State that involve all Minnesota State and University of Minnesota institutions.

Technology services available include the campus network (both wired and wireless), managed computer workstations for faculty and staff, both general purpose and special purpose computer labs, room-based video conferencing, and smart classrooms. A wide variety of software products, both locally hosted and software-as-a-service (SaaS) products are available for both general purpose and individual program/department use. Examples of commonly used software products include the D2L Brightspace learning management system, Zoom web conferencing service, the Kaltura online media management service, the Microsoft Office365 suite, the Microsoft Office suite of software, the Adobe Creative Cloud suite of software, and SPSS. Students have access to five free instances of Microsoft Office software that can be accessed via different devices.

Prior to the Covid 19 pandemic, an initiative was launched on campus to develop several technology-enabled active learning environments and faculty development spaces. While Covid 19 somewhat changed the focal point of technology investments, the faculty development initiative has materialized. A Center for Online Learning and Teaching (COLT) has been created to serve as a hub for supporting faculty integration of technologies in teaching and learning.

Some of the existing campus-based services that are available for university community use are detailed below:

The general-purpose computer labs on campus are evidenced in the artifacts. See Technology Resource artifact.

Through funding primarily provided through Student Technology Fee resources and now enhanced by Covid relief funds, SMSU has many smart/hybrid classrooms situated across campus including the Individualized Learning (IL) building, where most teacher preparation program courses are held. In addition to the smart/hybrid classrooms, there are also several meeting rooms across campus enabled with smart/hybrid technologies. These rooms have been funded through a mix of resources. See artifact – document summarizing the smart/hybrid classrooms available for use on campus.

A variety of software products, both locally hosted and software-as-a-service (SaaS) products are available across the University. Several of the commonly deployed products are summarized in the *Software Availability at SMSU in the Technology Resources* section of the artifact.

Technology resources are also available to Education candidates in the SMSU Library. All public computer workstations are accessible by students in wheelchairs, and some computer workstations are specifically designated for wheelchair access. Additional adaptive technology is also available in the library for students and faculty with visual and/or hearing impairments. Faculty and students may reserve equipment (in person, by phone, or online) for classroom and presentation use. Because teaching-librarians strive to model effective use of technology in teaching, the library has Smart classrooms available in BA 319 for small group use with a smartboard and in BA 314 for large class use with a symposium and projector system for information literacy sessions.

In addition, Disability Services provides support for faculty and students that need assistance. These services include such support as captioning and transcribing services. Software utilized by the University (i.e. Zoom, Kaltura) now includes captioning and transcribing services. In addition, ReadSpeaker text to speech software is also available for use to users in D2L Brightspace and web browsers.

In terms of the ability to collect and analyze data for continuous improvement, SMSU has access to Minnesota State system data warehouse resources that provide a robust dataset of student information. This warehouse is the basis for internal databases and systems that are used to fulfill departmental requirements such as Title II and accreditation. Resources within SMSU's IT and Data Management areas assist in the support of the department's data requirements. The Director of Assessment, Accreditation and Licensure works closely with staff in the Data Management office to collect the necessary data for continuous improvement.

Artifacts:

Fiscal Attestation

Allocations Table

FY23 Technology Resources

SoE Faculty Loads Report - sample

Subpart 7. Standards for School Counseling Programs

Standard 30. School Counseling Programs

For a school counseling program approved by the board, the unit must demonstrate compliance with all applicable entry-level Council for Accreditation of Counseling and Related Education Program (CACREP) standards for a school counseling program including:

- a.) the learning environment;
- b.) a professional counseling identity;
- c.) professional practice;
- d.) program evaluation; and
- e.) school counseling standards.

SMSU does not currently have a school counseling program.

Addendum

Subpart 1. Standards for Program Design and Improvement

SMSU uses D2L Brightspace as our learning management system. The details related to learning opportunities and assessments are found within our D2L courses. During the interviews, faculty will be able to share examples of how learning opportunities and assessments meet the standards.

Standard 1. Conceptual Framework

Reviewer Feedback: Although there is a link to SMSU's conceptual framework in the Syllabus template, there is no evidence that it is "threaded throughout the program" – however, this evidence is found in Standard 2 syllabi grids.

The Conceptual Framework is threaded throughout the School of Education Teacher Preparation Program as evidenced in the Conceptual Framework Alignment Chart. The CF is the research-based foundation for the inclusive teaching and learning practices, skills, and dispositions teachers need to be effective. The CF is published on the SoE webpage and in the Candidate Handbook as well as in physical spaces on campus. Importantly, the CF is embedded in courses and identified on the standards matrices in syllabi and aligned to assessments. The Conceptual Framework Alignment Chart identifies how the Conceptual Framework is aligned to the Standards of Effective Practice (which are aligned to the University Student Learning Outcomes), candidate dispositions, and MN Code of Ethics for Teachers.

Additional Artifacts:

Conceptual Framework Alignment Chart

Standard 2. Effective Practice

2.1 Content-Specific Methods and Scope

Reviewer Feedback: Advising sheets are available; attached syllabi identify the SEP standard and assessment of the instruction; however, no evidence of effectiveness is provided.

- Transition to teaching- HOW IS THIS IS USED?
- ASK TO LAY IT OUT FOR EACH LICENSURE AREA - WHERE IS THERE OVERLAP?
- ASK ABOUT OTHER ADVISORY MEETINGS - NOT SPECIFICALLY IN AGENDA OF 11/9/22 MEETING
- ASK ABOUT ASSESSMENT/ACCREDITATION MEETING - NOT SPECIFICALLY IN 9/9/20 MEETING AGENDA
- WHERE IS ANALYSIS OF DATA FROM SURVEYS, KEY ASSESSMENTS?
- DOES THE EBD SOE EQUITY GAP DATA ADDRESS THIS? -Addressed in 3.3 of addendum
- ASK WHERE IS ADEPT DISCUSSED? ONLY ELED LINKED -Addressed in 3.3 of addendum

Methods courses are identified on the program advising guides as well as in the SMSU Clinical Experiences Summary located in Appendix A of the School of Education Teacher Candidate Handbook. Evidence of instruction is demonstrated within each course through learning opportunities, assessments, and field experience evaluations.

The TPP faculty & staff review data for program and instruction effectiveness at monthly Assessment & Accreditation meetings. Several data points are reviewed as available: Data Summary Reporting including the Common Metrics data (Exit Surveys, Transition to Teaching Surveys, and Supervisor Surveys), clinical experience evaluations, edTPA scores, (previously MTLE scores), and dispositions. This information is also reviewed by the Teacher Preparation Advisory Council (TPAC) as well as broadly reviewing the ADEPT – Attachment of Data for Effectiveness of Programs for Teachers data in preparation for PERCA – Program Effectiveness Report for Continuing Approval. The meeting minutes document from 4.20.21 is example evidence of the TPP focusing on data summary reporting and program effectiveness.

Additionally, the ED 425 Science Methods & LAB syllabus and field experience evaluation data are examples of content-specific methods that meet the scope of the licensure areas: Early Childhood Education and Elementary Education. The TESL 425 TESL Methods & LAB syllabus is also an example for the K-12 licensure scope.

Additional Artifacts:

Assessment & Accreditation Meeting Minutes 4.20.21

ED 425 Science Methods Syllabus

ED 425 Science Methods Evaluation Data

Exit Survey Data: A2

TESL 435 TESL Methods & LAB Syllabus

2.2 Teacher Code of Ethics

Reviewer Feedback: Code of Ethics is linked to the SoE website and listed in the SoE Candidate handbook. Although the narrative describes the courses where the Code of Ethics is addressed, I could not find it in the syllabi or addressed in any of the mentioned courses. Nor is there evidence of candidate assessment of this item.

- ASK TEACHER READINESS INVENTORY, DISPOSITIONS LESSON PLAN TEMPLATE, PAGES UNAVAILABLE

The standards matrices within each syllabi reference the learning opportunities and assessments related to the teacher Code of Ethics. For example, in ED 301 The Teaching and Learning Processes & Lab, the objective “demonstrate professional dispositions, responsibility, and integrity” includes the topics school law and the candidates write an Effective Teacher paper and reflection, which is added to their graduation portfolio. Code of Ethics/School Law response paper guidelines:

Abiding by the Minnesota Code of Ethics for teachers is mandatory for keeping your teaching license. What does this mean for you? After reviewing the MN Code of Ethics and the National Education Association Code of Ethics for Teachers, reflect on how you will incorporate these standards into your own teaching.

Several aspects of school law also apply here, including being a mandatory reporter, your response to things like asthma attacks and epileptic seizures, student medications, etc. What have you learned from the class discussion and readings about appropriate ways to respond to these situations? Please include these in your reflection from today's class. This response should be at least 1 full page and should include references to materials from class or any outside materials relevant to your teaching. Resources include MDE Mandated Reporting information, an article titled *Decisions that Have Shaped U.S. Education*, NEA Code of Ethics, and Code of Ethics for Minnesota Teachers.

The SMSU School of Education dispositions, which are aligned to the Code of Ethics, are also listed in these matrices. Subp.2 in the Code of Ethics focuses on creating a classroom environment that is conducive to learning, which includes understanding bias and diversity. We've added the course schedule for ED 312 Human Relations for Teachers as an artifact, which demonstrates the variety of learning opportunities and assessments related to the Code of Ethics. For example, during lesson 4, candidates evaluate texts and books for oppression and write a textual analysis paper on their findings. Also, the chapter titles of the course text show evidence of the Code of Ethics.

Another example of how the Code of Ethics is used in a course is the ED 423 Code of Ethics Assignment. For this assignment teacher candidates will create a depiction of each of the stated ethics. This should include a picture, illustration, comic, emoji, etc. to illustrate the selected area of the code. Include the actual language from the code and your restatement of it in your own words.

Additional Artifacts:

ED 312 Course Schedule

ED 423 Code of Ethics Assignment

2.3 Lesson Planning and Minnesota Academic Standards

Reviewer Feedback: A variety of lesson plan templates are available on the SoE website. However, I could identify in any of the provided syllabi where the lesson plan is used or assessed. No evidence of effectiveness is provided.

- ASK IF THERE IS A STUDENT SAMPLE AND HOW THEY ANALYZE CANDIDATE WORK/ASSESSMENT DATA
- ASK HOW THEY AGGREGATE/DISCUSS SURVEY DATA
- ASK HOW THEY AGGREGATE/DISCUSS CLINICAL EVALUATIONS
- ASK IF THE CRT DOCUMENT FITS HERE, WHAT IT IS USED FOR

Teacher candidates receive feedback about the lesson planning process throughout the program. We have included a sample lesson plan from ED 424 as well as the candidate's self-reflection with professor feedback. After peer review, the candidate taught this lesson during the course field experience.

Candidates also receive feedback about lesson planning through the field experience evaluations and while completing the practice edTPA during prestudent teaching. Field experience evaluations and key assessments are housed in LiveText, which allows faculty to review the aggregated data related to lesson planning. According to the Pre-Student Teaching Evaluation data from AY2023,

72% of our secondary candidates were identified as being proficient or exemplary in the area of lesson planning.

Although we receive a high percentage of teacher candidates who complete the Exit Surveys, there is not a high response rate from the Transition to Teaching or Supervisor Surveys. We have ongoing conversations around ways to increase the response rate for surveys, and we have begun by educating our student teachers during their student teaching seminars. When considering the data from the 2022 Exit Survey, our candidates feel they are well-prepared to plan lessons aligned to the Minnesota Academic Standards. Candidates rated each area on average at 3.5 or higher out of 4.

Additional Artifacts

ED 304L Pre-Student Teaching Evaluation Results

ED 424 Math Methods Lesson Plan Sample

ED 424 Field Experience Evaluation Sample

ED 424 Field Experience Evaluation Results

ED 424 Lesson Plan Self-Reflection and Professor Feedback Sample

Exit Survey Data B1

2.4 Instruction for Multilingual Learners

Reviewer Feedback: Assessment completed by SMSU Placement Coordinator was provided. ED 402/502 addresses some of this as noted on the TESL standards grid, but unclear of how it will be assessed. ED 430 addresses it in Class 7 without clear assessment. No evidence of effectiveness is provided.

- NOT IN: THE SCIENCE OF READING LETRS COURSE MAPPING, ED 404/405 LITERACY METHODS

In the ED 402 syllabus, the topics for the Interactive Notebooks are listed under the assignment section. The Interactive Notebook topic related to multilingual learners is titled “First and Second Language Acquisition”. Teacher candidates read about English morphology, the history of English language, and language acquisition focusing on the historical influence on vocabulary development for multilingual learners (Freeman & Freeman, 2004; Reutzel & Cooter, 2021). Candidates research to find a related resource to share with colleagues. Also, teacher candidates view a video titled *Native Language is an Asset for All* Lori Helman from the University of Minnesota. After watching the video and viewing the related resources in the D2L module, candidates participate in a D2L discussion about the newly learned concepts, implications for teaching and learning, and additional questions and comments they have after reflecting on the learned information.

Another example of how the SMSU Teacher Preparation Program provides instruction on teaching multilingual students is in ED 430 Reading in the Content Areas Class Activity 7B: Post an EL speaker summary, specifically noting how to support and accelerate academic literacy, including oral academic language and achievement. This class activity is completed after a guest speaker, who has also been a teacher, has attended class and has spoken about her experience as a multilingual student and how teachers can provide instruction that capitalizes on their students' strengths.

When analyzing our exit survey data for Standard B1: Differentiate Instruction for English Learners, we have seen an increase in teacher candidates' confidence in being able to meet the needs of multilingual learners who are at different proficiency levels. The following shows the average score out of four. We have included an example of a group assignment candidates complete in TESL 431 in which students create anchor charts on the following topics: Identifying your ELs, Effective Differentiation for English Learners, and Building Background Knowledge.

Table 2.4 Exit Survey: B1

AY 2019	AY 2020	AY2021	AY2022
3.38	3.29	3.39	3.41

Additional Artifacts:

ED 430 Reading in the Content Areas Syllabus
 ED 404 Literacy Methods Field Experience Evaluation
 Literacy Resources
 TESL 431 Foundations of ESL & Lab In-Class Assignment

2.5 Culturally Responsive Teaching

Reviewer Feedback: Clear dedication to culturally responsive teaching as part of the SoE documents. No clear link to course syllabi to demonstrate where it is taught or assessed.

- ASK IF THE CRT DOCUMENT FITS HERE, WHAT IT IS USED FOR
- ASK ABOUT CANDIDATE ASSESSMENT
- ASK ABOUT EVIDENCE OF EFFECTIVENESS: COURSE EVALUATIONS, WORK SAMPLES, SURVEY DATA, CANDIDATE DATA
- ASK ABOUT SUMMARIZED EDTPA DATA & DISCUSSION

Culturally responsive practices are woven throughout the program and included in the SMSU lesson plan template as well as course assessments. The table below includes examples from the beginning, middle, and end of the program. Student samples and rubrics have also been added as artifacts.

Table 2.5 Culturally Responsive Teaching Learning Opportunities and Assessment

Course	Learning Opportunity Assessment (LO/A)	LO/A Description
ED 312 Human Relations for Teachers	Textual Bias Analysis	Candidates evaluate texts and books for bias and oppression; candidates write a textual analysis paper based on their findings.
ED 401 Children's Literature	Research-Based Essay Final: Making Connections with Children's Literature	Teacher candidates will compose a research-based essay entitled "Making Connections with Children's Literature." This culminating task should demonstrate each teacher candidate's level of proficiency

		regarding the course outcomes, and should specifically address: the importance of literature selection related to the five pillars of reading literacy, genres, culturally responsive and inclusive practices to disrupt racism, privilege, and oppression, using literature to integrate teaching & learning for in-person and blended environments, and address the importance of research-based strategies including learners with dyslexia.
ED 424 Elementary Mathematics Methods & LAB	Class Activity 2B	Read: Chapters 1: Teaching Mathematics in the 21 st Century & 2: Exploring What it Means to Do Mathematics in a Culturally Responsive Environment in John Van De Walle Text (JV). Select 5 big ideas from Chapter 1 and 5 big ideas from Chapter 2. Summarize those and enter them in the BIG Idea column on the BIG Idea sheet, located in Resources of D2L. In the “Details” column, enter supporting information about the BIG idea. We will share in small groups and then large group.

The Culturally Responsive Teaching (CRT) handout was created as a resource for candidates and is included on the SoE website with other resources for culturally responsive pedagogy and practices. Faculty reference the CRT handout and website resources throughout the program’s coursework.

CRT is addressed in the candidate dispositions and assessed throughout the program. Candidates complete the Teacher Candidate Dispositions Self-Assessment form during ED 101 Introduction to Education & LAB or ED 601 Foundations of Education & LAB, pre-student teaching, and student teaching. Additionally, teacher candidate dispositions are assessed in all clinical experience evaluations by cooperating teachers and university supervisors.

Teacher educators are dedicated to culturally responsive teaching and instructional strategies. For example, two faculty members have been accepted to present their paper, *Implementing Equitable Practice-Based Teacher Education to Advance Rural STEM Teacher Candidates’ Pedagogical and Content Knowledge*, in Hawaii in 2024. This longitudinal study explored practice-based teacher preparation implementing high-leverage teaching practices to advance pedagogical and content knowledge.

Additional Artifacts:

ED 312 Textual Analysis Rubric Results

ED 401 Research-Based Essay Rubric

ED 424 Math Methods Syllabus

EMAE Speaker Flyer

EMAE Speaker Presentation

Published Paper by Dr. Noles Stevens & Dr. VanOverbeke

2.6 Research-Based Reading Practices

[Reviewer Feedback](#): Syllabi for literacy courses clearly link the research-based practices including a SoR literacy course mapping. No samples of candidate assessments are included, and no evidence of effectiveness is provided.

In spring of 2023, the reading courses were reapproved via the reading audit process conducted by PELSB. Sufficient depth and breadth of instruction aligned to the knowledge of each pillar of reading were confirmed in the learning opportunities and assessment in the literacy courses.

Table 2.6 edTPA Elementary Literacy Task Scores

edTPA: Elementary Literacy				
Program Year	Task #	# Takers	Mean Task Score-SMSU	Mean Task Score-State
Program YTD	01	18	14.8	13.4
	02	18	14.6	13.8
	03	18	13.8	13.4
2021-2022	01	14	13.4	13.1
	02	14	13.9	13.7
	03	14	14.1	13.4
2018-2019	01	18	13.9	14.3
	02	18	13.1	14.2
	03	18	13.1	14.5
2017-2018	01	28	15.6	14.7
	02	28	14.6	14.4
	03	28	16.0	14.8
2016-2017	01	62	14.8	14.7
	02	62	14.7	14.4
	03	62	14.8	14.6
2015-2016	01	73	13.7	14.5
	02	73	13.7	14.4
	03	73	13.2	14.1
KEY	Green = Above State Average		Rust = Below State Average	

Additional Artifacts:

- ED 401 Children’s Literature Syllabus
- ED 401 Dyslexia Class Activity
- ED 404 Literacy Methods Field Experience Evaluation
- ED 404 Exit Ticket (see 2.7)

2.7 Differentiated Instruction for Multilingual Learners

Reviewer Feedback: TESL 431/531 does not clearly connect to this standard “creating effective differentiated instructional strategies for multilingual learners developing literacy skills” Although it may be addressed in a lab experience requirement (TESL 431/531 p.8) but no sample candidate assessments or data is noted other than the assessment template completed by SMSU Placement Coordinator was provided.

As part of ED 402/502 Early Literacy and Linguistics & LAB, a five-part video series titled, Differentiation for English Learners in the General Education Classroom, produced by Dr. Renee Ullom, was added to Module 4, which addresses the History of English Language Development and First and Second Language Acquisition. Different sections of this series have also been introduced in TESL 431/531 Foundations for TESL & LAB and TESL 434/534 Second Language and Linguistics as they correlate with the module topic. Teacher candidates include an artifact related to this video series in their licensure portfolio for TESL 431.

Each of the following videos highlight differentiation strategies candidates can use in their classroom while supporting multilingual learners’ engagement in grade level curriculum. Each video is approximately 20 minutes in length and may be viewed in any order.

- Getting to Know your Els- <https://youtu.be/UFG5GGMSLOE>
- Using Comprehensible Input- <https://youtu.be/a4fQ5mr9hFE>
- Explicit Vocabulary Instruction - <https://youtu.be/NPwOOWVDj2U>
- Building Background Knowledge- https://youtu.be/GZ_JjvroFd4
- Graphic Organizers <https://youtu.be/O7Ai4DLiAkA>

In ED 404/504 Literacy Methods & LAB, candidates view a webinar entitled, *Supporting Emergent Bilinguals in K-8 Classrooms with Dr. Lori Helman* and hosted by HELP – Higher Education Literacy Partnership. Dr. Lori Helman, professor emeritus, University of Minnesota, author of *Learning in a New Language*, notes ways to support students who are linguistically diverse and provides practical, evidenced-based strategies for literacy and content-area learning while noting the importance of engaging families and communities with focus on equity. Post-viewing, candidates discuss and conclude with an exit ticket with highlights of culturally responsive practices.

Figure 2.7 Exit Ticket

Concept	Summary	Visual / Example	Evidence	Implications for teaching & learning

Our secondary teacher candidates take ED 430 Reading in the Content Areas, which includes a guest speaker who speaks about her experiences as a multilingual learner in U.S. schools and addresses the importance of culturally responsive teaching. Each candidate writes a reflection post following the speaker’s visit. In secondary methods courses, candidates also incorporate differentiated instruction for multilingual learners each time they write a lesson plan and teach a lesson.

Additional Artifacts:

[Dr. Helman’s Emergent Bilinguals Webinar](#)

ED 402/502 Early Literacy Syllabus

ED 404/504 Literacy Methods Syllabus

2.8 Technology

Reviewer Feedback: Syllabi for ED 102 is provided however unclear as to what is taught. Clearly assessment of students’ engagement with technology. Unclear as to “deliver digital and blended learning curricula.” More information needed to determine what candidates need for knowledge and skills to deliver blended learning are being taught to be better teachers to their students.

ED102 Technology: Classroom Applications and Portfolio is one of the initial courses for SMSU teacher candidates. Throughout this course, candidates learn about the role of technology in curriculum, instruction, and assessment. The weekly lessons and discussions allow candidates to increase their understanding of web literacy, digital citizenship, accessibility, and how to analyze data through gradebooks and graphs. Candidates must also consider culturally relevant teaching (-or- high-leverage practices of communicating with families and caregivers), as they research and create a family newsletter while focusing on culturally responsive practices. Since the pandemic, instructors have added an assignment in which candidates create a virtual “snow day” lesson using the SMSU lesson plan template. Candidates record their teaching, and then share it with their peers. Each candidate also creates their own Professional Learning Network which becomes a resource that they can use to contribute to the classroom. As a culminating activity in ED 102, candidates create a class reflection using technology, which we have included as artifacts. As candidates progress throughout their teacher preparation, they apply the tools and strategies taught in this foundational course. According to the 2021-2022 exit survey, 95% of candidates agreed or tended to agree that they were prepared to use digital and interactive technologies to achieve instructional goals. From the same survey, 97% of candidates agreed or tended to agree that they were prepared to engage students in using a range of technology tools to achieve learning goals.

Additional Artifacts:

ED 102 Course Schedule

[ED 102 Final Reflection Sample 1](#)

[ED 102 Final Reflection Sample 2](#)

ED 403 Integrating Technology into Language Arts Anchor Chart

Standard 3. Assessment System Data

3.3. Collecting and Reviewing Key Assessment Data

Reviewer Feedback: Entered in 2.1, but we think it may fit here instead.

- DOES THE EBD SOE EQUITY GAP DATA ADDRESS THIS?
- ASK WHERE IS ADEPT DISCUSSED? ONLY ELED LINKED

The EBD SoE Equity Gap Data analysis is a University-wide exercise considering the specific programming for each department and how equity is addressed with special attention to highly enrolled courses with higher DFW rates.

The specific evidence of this practice from the University Assessment Day in April of 2021 was followed by a School of Education Assessment & Accreditation meeting the following week to analyze our survey data (B2) with an equity gap lens as we neared the closure of the academic year and began preparations for course offerings in the fall. One example is the addition of TESL 431 to better prepare candidates for teaching multilingual learners. (Also noted in 2.4)

Additional Artifacts:

Assessment & Accreditation Meeting Minutes
Equity by Design Data Analysis
Equity by Design Recommendations & Resources

Standard 5. Unit and Program Improvement

Reviewer Feedback: The process is well-explained in the Faculty and Staff Handbook. It's an annual process with faculty, staff, stakeholders involved. The artifacts document does not include links to the evidence for this standard so I am unable to review them. The evidence is listed but it is not possible to "open" each document. The artifacts listed for this document do, by their title, seem to fit well and provide what we would need to review.

Evidence links have been updated as of June 14, 2023. Documents are found in LiveText Portfolio

Subpart 2. Standards for the Designated School Partnership (DSP)

Standard 6. Designated School Partner

Reviewer Feedback: DSP meeting agenda- 5/2022 & 7/2022 included but no meeting minutes were evidenced. *The artifacts document does not include links to the evidence for this standard so I am unable to review them.* – Documents are found in LiveText Portfolio.

Representatives from the SMSU SoE formally meet with Marshall Public Schools administration bi-annually at minimum with additional informal meetings and frequent electronic or telephone

communications. The work we are doing is exciting and innovative. We are working to create model education spaces at both Parkside Elementary in Marshall as well as on the SMSU campus to allow our candidates to participate in Teaching Works High-Leverage Practices as a routine part of their course sessions. This would also allow our candidates to see the Optimal Learning Environment in action.

SMSU SoE members have participated in professional development with MPS with Really Great Reading training in August of 2021 as well as in some live sessions for LETRS – Language Essentials for Teachers of Reading and Spelling.

Additional Artifacts:

DSP Calendar Events
MPS Meeting Minutes

Standard 7. Continuous Improvement and Accountability

Standard 7.3 Field Experience Feedback

Reviewer Feedback: DSP contract evidenced signed in 2022. Meeting Agenda 7/2022 lists data sharing as an item, no meeting minutes were evidenced. The DSP contract delineates the type of student data to be shared by the preparation provider. Data shared by the DSP in general terms. Unclear as to how feedback from DSP will be solicited other than stating “meet to review data biannually and evaluate the effectiveness of the partnership.” Student teacher survey and feedback were attached as evidence. However, no evidence of feedback or recommendations from supervisors and cooperating teachers.

Cooperating Teacher Survey data was shared at the June 2023 DSP meeting between MPS administration and SMSU representatives as determined in the July 2022 meeting. We discussed that the data was not as valuable as we would have hoped. It was decided that we would create a new survey focusing on the Optimal Learning Environment and the nine Critical Attributes as those are our current collaborative areas of focus. Reflecting upon the cooperating teacher feedback, we decided that we should reach out to the cooperating teacher who indicated “1” in any categories to find specifically how we can improve our communication with cooperating teachers. We are considering hosting ongoing focus groups of cooperating teachers in alignment with our TPAC membership to gain additional feedback to better inform our programmatic decisions.

Additional Artifacts:

Cooperating Mentor & School Feedback MPS Pivot
Cooperating Teacher Feedback MPS AY23
MPS Meeting Minutes 7.19.22
Minutes MPS DSP Meeting 6.15.23

Standard 8. Collaboration

Reviewer Feedback: DSP meeting agenda- 5/2022 & 7/2022 included but no meeting minutes were evidenced. No clear evidence of proposed changes were mentioned.

Marshall Public Schools (MPS) has provided feedback and ideas on recommendations to improve our placement process. We met in December 2021 to work together to create a new process for placements at MPS schools. The new process was communicated to our candidates and the MPS teachers. This was done during an informal meeting without an agenda. Included as an artifact is an example email exchange between SMSU TPP and MPS as we maintain frequent and ongoing communication to improve programming for candidates and the district.

MPS has implemented components of the New Teacher Center for observation and evaluation in efforts to better scaffold and mentor new teachers as they enter the profession to hopefully positive impact retention. As teacher mentorship is focused on throughout Minnesota, SMSU is also working to pilot the New Teacher Center observation cycle and Optimal Learning Environment for our pre-student teachers and student teachers in preparation for their transition to the profession. MPS shared the documents they are using with their new teachers. Together, our long-term goal is to help align the support given to pre-service teachers and teachers in the field for greater retention of teachers.

Additional Artifacts:

DSP Placement Meeting

Email Example Enhancing Programing

Email Example of Ongoing Communication Infographic

Email Example of Ongoing Communication MTLE Cut Scores

MPS 9 Critical Attributes

MPS Self Placements

Optimal Learning Environment Evidence Form

Subpart 3. Standards for Clinical Experiences

Standard 9. Expectations.

Reviewer Feedback: Responsibilities held by school partner during student teaching are clearly laid out in the *Student Teaching Manual*. No clear reference to other **clinical experience** expectations other than the 2 years of teaching and appropriate Tier 3 or 4 license. Would like more definition. Field Experience requirements with specific Teacher Candidate requirements are in *Sample Course documents* linked for standard 10.

Grounds for removing a candidate from a clinical experience and process for removal during student teaching are clearly laid out in the *Student Teaching Manual*. No clear reference to other **clinical experience** removal process (though grounds for removal from student teaching is clear).

When seeking placements for candidates, our Clinical Experience Coordinator outlines the specific requirements for each clinical experience with school partners. This is done either by phone

conversations or email with the school administrator or district placement coordinator. Coordinator scripts have been created so that communication is consistent and thorough. This is one way we communicate the cooperating teacher qualifications, along with the specific placement requirements and expectations. Once a placement is made the cooperating teacher receives further details about the expectations through a letter from the instructor, and/or course materials attached to the LiveText placement. There are also cooperating teacher resources that can be found on our website including the SMSU Teacher Candidate Handbook and program component trainings.

We are in the process of consolidating our materials for consistency and clarity. The process encompasses combining our student teaching handbook with our 3 Key Components document and ensuring the SMSU Teacher Candidate Handbook contains pertinent information for all stakeholders. The updated SMSU Teacher Candidate Handbook and program training outline the removal process for candidates if needed for all clinical experiences.

Additional Artifacts:

Cooperating Teacher Letter MR spr23

Cooperating Teacher Letter: PSTE

ED 402/502 Early Literacy and Linguistics & LAB Field Experience Handbook

Standard 10. Collaboration with School Partners.

10.3 Cooperating Teacher Training

Reviewer Feedback: The Master Custom Teaching Agreement states the district's responsibility to identify cooperating teachers that meet the requirements as stated in Rule. There is a process for checking the professional license and completion of coaching strategies for adult learners. No evidence of the digital file mentioned in the narrative.

Field Experience requirements with specific Teacher Candidate requirements are in *Sample Course documents*. Responsibilities held by school partner during student teaching are clearly laid out in the *Student Teaching Manual*. A pdf of the SMSU Cooperating Teacher and University Supervisor Training for student teaching and practicum was attached, but could not view the actual training. Please provide video or detailed outline of what was included in the training.

All cooperating teachers and university supervisors are directed to our website to access pertinent information, documents, and training materials. Our website contains sections clearly labeled for our cooperating teachers and university supervisors. The candidates in our programs receive a consistent message to reference the website to obtain immediate and reliable support.

Additional Artifacts:

[Link to the SMSU Cooperating Teacher and University Supervisor Training from our website](#)

Standard 11. Seeking an Initial Professional License

Reviewer Feedback: Process and base evidence documents are in pdf form. No sample of completed observation forms are included in evidence. No evidence of where the **actionable feedback** would be given.

Cooperating teachers and university supervisors have multiple opportunities to provide candidates with actionable feedback through our observation cycle. We have a document titled, *Observational Notes*. This document is used to take notes while observing a student teacher. The bottom half of the document is specifically labeled to provide “actionable feedback.” The observational notes and actionable feedback are then used to fill out the observation form containing the Standards of Effective Practice. The cycle is completed by conducting a triad meeting to discuss actionable feedback. During the next observation, the university supervisors inquire and see if the candidate has taken action to improve their skills.

Additional Artifacts

Observation and Triad Example

Observational Notes

Observation with Actionable Feedback Sample

Standard 12. Seeking More than One Professional License

Reviewer Feedback: No sample of completed observation forms are included in evidence.

We use the same observation process and forms for initial licensure, more than one professional license, and additional licensure. The difference lies in how many observations and triads need to be completed as evidenced in Appendix B in the SoE Candidate Handbook.

Additional Artifacts

Observational Notes Example

Observation and Triad Example

Standard 14. Teacher of Record

14.1 Field Experience and Student Teaching Requirements

Reviewer Feedback: CT provides feedback. No clear evidence of modeling and effective practice - (ie completed sample observation with actionable feedback included)

Two artifacts have been added as evidence of supporting our teachers with a Tier 2 license through observation and actionable feedback. The SMSU Office of Placement and Licensure communicates with building principals to ensure that our candidates serving as a teacher of record have a strong mentor to work closely with. We also encourage our candidates with a Tier 2 license, as well as all candidates, to visit other classrooms throughout their clinical experiences in order to observe effective practice.

Additional Artifacts:

Observation with Actionable Feedback Sample
 Triad Meeting Sample
 Tier 2 Observation from CT
 Additional Licensure CT Observation

Standard 15. University Supervisors

Reviewer Feedback: SMSU has a process for hiring and a list of qualifications for supervisors that meets the requirement of rule. The extensive list of evidence listed on the evidence document seems to provide adequate support for their stated practices. The artifacts document does not include links to the evidence for this standard so I am unable to review them.

Evidence links have been updated as of June 14, 2023. Documents are located in the LiveText Portfolio.

Additional Artifacts:

Updated University Supervisor Spreadsheet

Subpart 4. Standards for Candidates

Standard 16. Recruiting, Retention and Program Completers***16.1 Strategies for Teacher Shortage Areas***

Reviewer Feedback: SMSU has several programs designed to reach candidates that address the district shortage areas - Para to SPED (PASP), Para to TESL (PATL), and Southwest Teacher Preparation Partnership (SWTPP).

Only two items on the artifact list for 16 (1) are available for review. The 2021 MN Teacher Supply and Demand Report is provided. It isn't stated in the report how this document supports their work. Secondly a PELSB "shortage area" memo is provided, but this section of the institutional report doesn't explain to me how to interpret the memo for their purpose. Documents are located in the LiveText Portfolio.

The 2021 MN Teacher Supply and Demand Report and the PELSB Shortage Area memo were reviewed by School of Education faculty and staff, during Campus Liaison meetings, and the Teacher Preparation Advisory Committee meeting. Discussions revolved around what we can do together to help address these shortage areas.

Since the submission of our initial self-study report, the SMSU SoE has more intentionally focused on this standard with the creation and hire of a new position - Director of Advising, Recruitment, and Retention. Additionally, we have been approved to offer the Para-to-ELED program, which is aligned to our Para-to-SPED and Para-to-TESL programs. The Para-to-Programs allow for candidates to work as paraprofessionals and earn their licensure.

16.2 Strategies for Candidates of Color or Indigenous

Reviewer Feedback: partnerships with community and technical colleges; 2+2 program, future implementation of transfer pathways, scholarship program for transfer students, many meetings with prospective and new students, strong advising description, programs for new students, tutoring, early alert programs, interventions, College Now outreach to high schools, Diversity in Teaching Scholarship for teacher candidates of color.

Same problem with evidence. The strategic plan was linked and clearly supports standard 16. I cannot open other documents. There is no link for them. A link to the office of diversity at SMSU is provided but it isn't clear in the report how a reviewer is to use this website (how does the education unit implement strategic plan)?

Evidence links have been updated as of June 14, 2023. Documents are located in the LiveText Portfolio.

Standard 18. The unit must provide each candidate with individual advising, which includes:

Reviewer Feedback: There is a long list of artifacts for standard 18 but only ½ have links to the actual information. Documents are located in the LiveText Portfolio.

18.1 Admission Criteria

Reviewer Feedback: very detailed description of the requirements in the institutional report. Two artifacts are listed. One has a hyperlink but it doesn't lead anywhere - it's "broken".

Evidence links have been updated as of June 14, 2023. Documents are located in the LiveText Portfolio.

18.2 Completion Requirements

Reviewer Feedback: No evidence provided regarding the evaluation forms with additional content criteria or informational packets from the Office of Placement and Licensure.

We have added the most recent student teaching evaluations to demonstrate how the special education evaluation form differs from the other majors' forms. As we updated our dispositions during the 2023 academic year, we also added the updated SMSU disposition to these evaluations.

Additional Artifacts:

Student Teaching Evaluation

Special Education Teaching Evaluation

18.3 State Requirements for Licensure

Reviewer Feedback: School of Education webpage houses much of the information for this aspect of standard 18. The School uses twitter, Facebook, a listserve, and a video board to communicate with Candidates. I am able to open the link to the placement and licensure website.

Evidence links have been updated as of June 14, 2023. Documents are located in the LiveText Portfolio.

18.7 Expenses and Financial Aid

Reviewer Feedback: SoE scholarship opportunities are linked to the SoE webpage. No evidence provided on the cost of the SoE programs. Narrative speaks to “handouts” ...please include handouts as evidence.

We have added a link in the website index that will bring candidates to the webpage with tuition costs. There are also links in the main ribbon for information on the cost to attend SMSU and financial aid information. The financial aid handouts that were noted in the narrative have been added as evidence.

Additional Artifacts:

SMSU Education Programs Homepage

Be a Responsible Borrower

Financial Aid Award Enclosure & Cost of Attendance

SMSU Financial Aid Award Checklist

Standard 19. Content and Pedagogy Standards

Reviewer Feedback: 4 checkpoint system document stating the checkpoints and standards: Admission to TPP, Application for ST, Methods, Student Teaching. No clear evidence of tracking students through the checkpoints. No samples provided. Although briefly noted in narrative, no clear assessments of content knowledge in evidence. How are dispositions tracked? No clear evidence of tracking students through the checkpoints. No samples provided.

Faculty monitor candidate progress of content and pedagogical knowledge through course assessments. Candidates upload their key assessment for each checkpoint in LiveText, which is a comprehensive data management system for assessments, portfolios, and field experience modules. Rubrics were created in Livetext based on content standards and aligned to the Standards of Effective Practice. Candidates are scored on the 4-point scale. faculty review aggregated results during writing of the Annual Report and Assessment and Accreditation Meetings. If it is not a key assessment, then it is housed in D2L Brightspace. If a candidate does not receive an overall acceptable score for the exit graduation portfolio review, the candidate has the opportunity to improve their score to demonstrate proficiency. A candidate must demonstrate proficiency in order to be moved forward to be recommended for licensure.

In ED 424 Elementary Math Methods and Lab, the candidates complete a dispositions assignment in which they note three dispositions they want to work on. This self-evaluation is an example of monitoring their own dispositions. Candidates complete a self-assessment of their dispositions in ED 101 Introduction to Education, at the point of application to the TPP, at the methods level (ED 424 for example), and at the point of exiting the TPP.

Additional Artifacts:

ED 424 Elementary Math Content Rubric
 ED 424 Elementary Mathematics Unit Rubric Results
 ED 424 Math Unit Plan Sample
 School of Education TPP Assessment Checkpoints

Standard 20. Individualized Advising

Reviewer Feedback: Advising process with faculty members described in narrative supported with advising guides, ED TPP Advising Notes document, Student Planner Graduation Plan evidence provided- where is this housed and who can access it? TC Disposition Assessment form provided- when completed and by whom?

Growth Plan document based on field experience evaluations or student teaching placement and included in SoE Candidate Handbook. What about dispositional issues outside of field experience or content & pedagogical knowledge? What is the process for these situations?

Advising described and evidenced by Advising Guides, ED TPP Advising Notes document, Student Planner Graduation Plan evidence provided- where is this housed and who can access it?

The graduation plan for each candidate is located in their e-Services account. The student and faculty have access and can edit the graduation plan until locked for the degree check process prior to applying for student teaching and then graduation.

The SMSU Candidate Disposition Form is another tool for advisors to monitor their advisees and intervene, if needed. All Introduction to Education teacher educators complete the disposition form for all the candidates in their class at the end of the semester. It is also regularly completed as part of the clinical experience evaluations in Pre-Student Teaching and Student Teaching. All faculty have access to the form and create an entry if there is a concern with candidate dispositions at any point within the program. When a faculty completes the disposition form, they also contact the advisor to explain the situation. The results of these assessments are kept in the Advising channel in the shared Microsoft Team. As needed, faculty, advisors, and Ed Leadership communicate with each other and the candidate if concerns arise. For example, the advisor communicates with the candidate during advising to consider any disposition concerns as the candidate progresses through the Teacher Preparation Program.

Standard 21. Board-Adopted Performance Assessment

Reviewer Feedback: Artifact is not linked for review.

Evidence links have been updated as of June 14, 2023. Documents are located in the LiveText Portfolio.

Subpart 5. Standards for Teacher Educators

Standard 22. Diverse Faculty

Reviewer Feedback: Most artifact links for this standard work. The strategic plan is listed but not linked.

Evidence links have been updated as of June 14, 2023. Documents are located in the LiveText Portfolio.

Subpart 6. Standards for Unit and Program Oversight

Standard 27. State and Federal Reporting

Reviewer Feedback: Org chart opens. There are 10 other artifacts listed that have links which are not working.

Evidence links have been updated as of June 14, 2023. Documents are located in the LiveText Portfolio.

Standard 28. Designated Unit Leader

Reviewer Feedback: 4 artifacts are not linked. Job Description of Chair is linked to standard 27. PELSB communication is described. Artifacts are not linked.

Evidence links have been updated as of June 14, 2023. Documents are located in the LiveText Portfolio.

Standard 29. Resources and Support for Continuous Improvement

Reviewer Feedback: The artifacts are not available for review. They are listed, but not linked.

Evidence links have been updated as of June 14, 2023. Documents are located in the LiveText Portfolio.