

**Southwest Minnesota State University**  
*School of Education*  
**Undergraduate & Graduate Programs**  
**Annual Report**  
**AY2023**



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## SECTION I. School of Education Profile

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

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

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

**Vision:** Inclusive communities of practice investigating learning and teaching.

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

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

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

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

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

### **Physical Education Program Goals:**

A student with a Physical Education major:

- 1.) Values and participates in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (National PE Standards 3 & 6)
- 2.) Gains the knowledge and skills needed to manage physical, financial, and human resources

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

### ***Faculty and Staff in the School of Education.***

During the 2023 academic year, members of the School of Education included 19 full-time faculty, 9 head coaches, 2 assistant coaches, and numerous adjunct faculty. The SoE has a chairperson, who is a faculty member with reassigned time while maintaining teaching responsibilities.

Importantly, there are five key support staff – two full-time administrative assistants – one for the SoE and one specific to the Office of Placement & Licensure, one full-time Clinical Experiences Coordinator, a full-time Director of Clinical Experiences/Certification Officer, and a full-time Director of Assessment, Accreditation, and Licensure/Lead Certification Officer. Additionally, the SoE has three graduate assistants with one GA focused on supporting assessment, accreditation, and licensure, one GA supports graduate studies in education, and one GA supports College Now for the School of Education.

***Faculty.*** The following were members of the faculty of the School of Education in AY2023:

Dr. Francis Albitz  
 Dr. Michelle Beach  
 Dr. Toni Beebout-Bladholm  
 Dr. John Engstrom  
 Dr. Sarah Huseby  
 Dr. Kristin Kovar\* | \*\*  
 Dr. Dennis Lamb  
 Dr. Bruce Locklear\*\*\*  
 Dr. Kandy Noles Stevens  
 Ms. Christine Quisley  
 Dr. Donna Pettit  
 Dr. Lori Reese\*\*\*  
 Dr. Lon Richardson  
 Dr. Mary Risacher  
 Dr. Wendy Schoolmeester  
 Ms. Marilyn Strate  
 Dr. LeAnne Syring \*\*  
 Dr. Debbie Van Overbeke  
 Dr. Sonya Vierstraete  
 Dr. Tanya Yerigan

\*Primary membership in another department

\*\*Sabbatical

\*\*\*Fall term only

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

Brad Bigler – Physical Education & Men’s Basketball Head Coach  
 Paul Blanchard – Physical Education & Men’s Baseball Head Coach  
 Tyler Boddy – Education, Physical Education, & Women’s Volleyball Head Coach  
 Bailey Bouman – Education, Physical Education, & Women’s Softball Head Coach  
 Chayse Jackson – Physical Education & Men’s Wrestling Head Coach  
 Riley Miessner – Physical Education & Assistant Track & Field Head Coach  
 Julia Peniata – Physical Education & Women’s Assistant Volleyball Head Coach  
 Nick Smith – Physical Education & Men’s Assistant Basketball Head Coach  
 Scott Underwood – Physical Education & Men’s Football Head Coach  
 Marty Wahle – Physical Education & Women’s Swim/Dive Head Coach  
 Tom Webb – Physical Education & Women’s Basketball Head Coach

**Staff.** The following were staff members of the School of Education in AY2023:

Ms. Jennifer Swanson – Office & Administrative Specialist Senior

In the Office of Placement & Licensure:

Ms. Rebecca Panka - Director of Clinical Experiences in Education / Certification Officer

Ms. Stephanie Fladhammer - Customer Service Specialist Intermediate

Ms. Faye Johnson - Field Experience Coordinator, Customer Service Specialist Senior

Ms. Kala Kopitski – Director of Assessment, Accreditation, & Licensure / Certification Officer

**Graduate Assistants.** The following were graduate assistants in the School of Education in AY2023:

Bennett Appel – Graduate Assistant – Assessment & Accreditation, supervised by Kala Kopitski in collaboration with Dr. Sonya Vierstraete and Ms. Jennifer Swanson.

Abe Jensen – Graduate Assistant – College Now/Education, supervised by Dr. Kandy Noles Stevens in collaboration with Dr. Toni Beebout-Bladholm.

Renae Kramer- Graduate Assistant – Graduate Programs, supervised by Dr. Tanya Yerigan, Director of Graduate Education, in collaboration with the Graduate Coordinators.

### **Department Leadership:**

- Dr. Sonya Vierstraete, School of Education Chairperson
- Ms. Kala Kopitski, Director of Assessment, Accreditation, & Licensure
- Ms. Rebecca Panka, Director of Clinical Experiences in Education
- Dr. Tanya Yerigan, Director of Graduate Education & Graduate Learning Community Coordinator
- Dr. LeAnne Syring, Special Education Coordinator
- Dr. Debbie Van Overbeke, Online Graduate Education Coordinator
- Dr. Frankie Albitz, PECS – Physical Education: Coaching of Sport Coordinator
- Dr. Dennis Lamb, Charter School Coordinator
- Dr. Bruce Locklear, Education Administration & Leadership Coordinator (fall term only) | Dr. Jay Meiners (spring term only)
- Dr. Lori Reese, Director of Articulations and Transfer Pathways (fall term only) | Kala Kopitski, Director of Articulations and Transfer Pathways (spring term only)
- Ms. Christine Quisley, Southwest Teacher Preparation Partnership Coordinator

***Undergraduate Education / Teacher Preparation Program.*** The undergraduate education | Teacher Preparation Program offers accredited programs that lead to licensure for teacher candidates at four different levels or scopes: Early Childhood, Elementary, Secondary, and K-12 programs. Additionally, the Educational Studies major offers university students an opportunity to pursue a 4-year degree focusing on education without student teaching and seeking licensure.

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.

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

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

In addition to the majors offered, 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.

### ***Teacher Preparation Programmatic Updates for AY2023***

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

Currently, there are approximately 1,200 declared undergraduate education majors, with some double or triple majors declared. We are continuing to seek efficient ways to track the licensure-only candidates, which include licensed teachers seeking an additional licensure as well as candidates who have already obtained a bachelor's degree and are now seeking licensure.

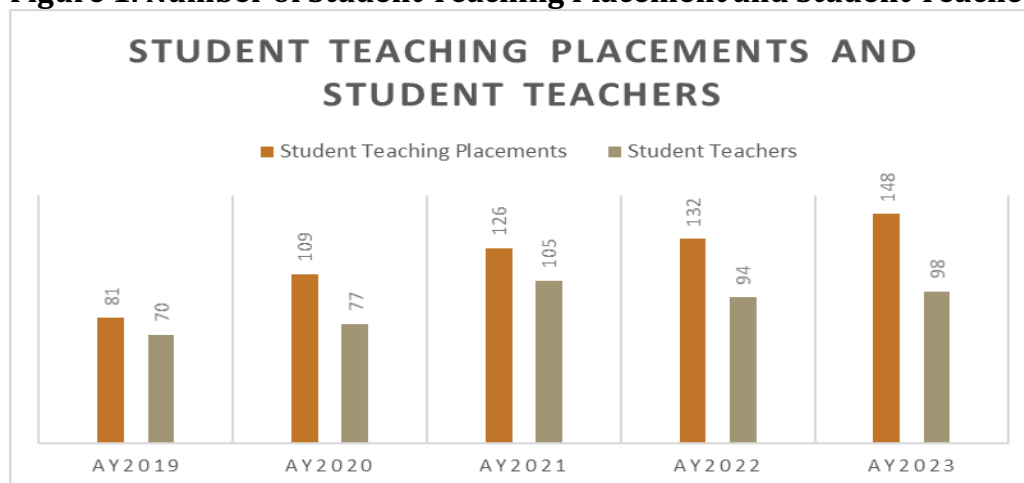
**TABLE 1. School of Education Declared Majors.**

Declared Majors	AY2018	AY2019	AY2020	AY2021	AY2022	Change from AY21 to AY22	AY2023	Change from AY22 to AY23
AGED	39	49	36	34	22	-12	15	-7
ARED	20	16	20	21	28	+7	19	-9
BIED	18	11	5	3	11	+8	11	-
CAED	23	23	23	18	15	-3	26	11
CHED	9	6	5	3	5	+2	4	-1
COCC*	12	9	12	19	26	+7	19	-7
CSED	4	Not reported	3	3	4	+1	2	-2
ECE	321	311	255	215	204	-11	214	10
ECSE	54	58	50	49	57	+8		-3
EDST*	52	37	31	26	33	+7	39	6
EDUP*	16	8	11	17	10	-7	8	-2
ELED	257	271	242	282	281	-1	297	16
HEED	Not reported	3	34	60	48	-12	41	-7
MAED	28	17	12	10	14	+4	10	-4
MUED	22	22	33	34	25	-9	25	-
PE*	84	74	72	77	65	-12	59	-7
PETE	92	76	78	77	66	-11	55	-11
SPED	113	120	160	182	182	0	184	2
SSED	77	58	46	53	42	-11	33	-9
TESL	21	13	13	24	27	+3	25	-2
TOTAL	1262	1182	1141	1207	1165	-42	1139	-26

During AY2023, there were 98 total student teachers with 148 placements. This includes 12 candidates who completed a year-long residency-like student teaching placement as part of a Para-to-Program or the SWTPP. We are anticipating 85 student teachers with 108 placements for AY2024. We are working to reduce the number of total placements per candidate during student teaching. For instance, past practice was to have an ECE candidate student teach in K-3 and Pre-K. Candidates are now student teaching in one grade band or another to lower the number of placements needed for the capstone (as candidates have had multiple placements during their field experiences prior to student teaching).

\*AY2021 had a larger number due to candidates not completing student teaching in Spring 2020 due to Covid-19 school shutdowns. Those students completed student teaching during the next academic year.



**Figure 1. Number of Student Teaching Placement and Student Teachers in AY2023**

The number of candidates completing additional licensures has steadily increased. Many schools are struggling to find licensed teachers, so they are hiring teachers and moving them into positions in which they are not licensed. The teachers are in turn seeking an additional licensure for their new role. During AY2023, there were 35 practicum candidate placements. Like student teaching, practicums require the cooperating teacher and university supervisor to complete observations, triad meetings, and evaluations.

**Table 2. Number of Practicum Candidates per Term**

Term	Number of Practicum Candidates
Spring 2022	3
Summer 2022	5
Fall 2022	10
Spring 23	20
Summer 23	8
Fall 23	15

The Office of Placement and Licensure continues to foster school partnerships. In July 2022, the new PELSB rules went into effect requiring units to obtain contracts and establish partnerships with all schools/districts/cooperatives that host candidates for all clinical experiences. Prior to the implementation of the new rules, units were required to obtain contracts and establish partnerships only with schools/districts/cooperatives that hosted candidates during their student teaching capstone experience. In AY2023, the SoE established partnerships with 39 new partner schools and renewed partnerships with 68 existing partner schools. We also worked to reestablish two international partnerships that had expired and were not renewed during the Covid-19 pandemic. The contracts with our school partners are for an encumbrance period of 5 years.

**Table 3. School Partner Data per Academic Year (AY)**

Academic Year	New	Renewed	Total
AY2020	5	2	115
AY2021	1	6	116
AY2022	14	31	130
AY2023	39	68	169
AY2024 (anticipated)	15	2	184

As we look to grow teachers in southwestern Minnesota, SMSU has worked collaboratively with Worthington Public Schools ISD 518 and Minnesota West over the past three years as part of the Southwest Teacher Preparation Partnership. The primary goal of this collaboration is to provide teacher licensure to place-bound individuals in the Worthington area. The Partnership previously received a gap grant from SWIF – Southwest Initiative Foundation for \$15,000 and an implementation planning grant from the McKnight Foundation for \$75,000. In May 2019, the Partnership was granted \$600,000 from the McKnight Foundation to fund this partnership for the next two plus years. In AY2021, SMSU hired a full-time fixed-term faculty member and a part-time coordinator to serve as the liaison for the Partnership. Both positions continued in AY2022 and AY2023.

### ***Health and Physical Education.***

Physical Education offers both licensure and nonlicensure majors and minors:

Health Education, Physical Education – Teaching, Physical Education – Recreation Emphasis, Physical Education – Sports Management Emphasis, Adapted Physical Education (DAPE) minor, Coaching minor, and Coaching certificate.

**TABLE 4. Physical Education Majors in AY2023.**

Declared Majors	AY2018	AY2019	AY2020	AY2021	AY2022	Change from AY21 to AY22	AY2023	Changes from AY22 to AY23
PE	84	74	72	77	65	-12	58	-7
PETE	92	76	78	77	66	-11	55	-11

**Graduate Education Programs.** The SMSU Graduate Education Program has several graduate programs including EDAL, SPED, PECS, Learning Communities, Charter School Leadership, and Online. Within these programs are multiple graduate certificate programs, licensure, and emphasis areas.

In AY2023, Dr. Tanya Yerigan continued to serve as the Graduate Education Director. To assist with the oversight of the individual programs, the following faculty members served as program coordinators.

- Online Coordinator Dr. Debbie VanOverbeke
- EDAL Coordinator Dr. Bruce Locklear (Aug-Dec) and Dr. Jay Meiners (Jan-May)
- LC Coordinator Dr. Tanya Yerigan
- SPED Coordinator Dr. Donna Pettit
- Charter Coordinator Dr. Dennis Lamb
- PECS Coordinator Dr. Frankie Albitz

The overall graduate education and individual program enrollments are delineated in Table 4.

**TABLE 5. Currently Enrolled Students in Graduate Education**

Degree	Graduate Program	AY2022	AY2023
EdSp	EDAL	14	20
Grad Certificate	ASD	1	1
	CHSC - Charter School Leadership	16	18
	EALD - Special Ed Director	5	1
	EALP - K-12 Principal	13	6
	EALS - Superintendent	3	2
	EBD	2	
	LD/SLD		
	Reading	1	1
	Technology for Training & Leadership	1	
	TESL	7	13
MS	EDSP (Special Education)	39	45
	ASD		ASD 7
	DD		DD 6
	EBD		EBD 6
	LD/SLD		LD/SLD 6
	EDUC (Education)	219	336
	ACON		ACON 2
	ENG		ENG 7
	MATT		MATT 27
	MEGM (LC)		MEGM (LC) 199
	READ		READ 16
	SPLE		SPLE 11
	TECH		TECH 12
	TESL		TESL 22
	TLL		TLL 26
	PECS (Physical Education: Coaching of Sport)	45	43
		366	492

**Online -**

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

**Learning Communities -**

The SMSU Learning Communities generally refers to the traditional masters-level learning communities, Educational Administration and Leadership (EDAL) learning communities, and the charter school learning communities. Dr. Yerigan serves as the learning community coordinator. Our masters-level learning communities are comprised of a team of senior faculty including Dr. Lon Richardson, Dr. John Engstrom, Dr. Tanya Yerigan, Dr. Dennis Lamb, and Dr. Bruce Locklear. In January, Dr. Jay Meiners joined our faculty as EDAL Coordinator to replace the vacancy created by Dr. Bruce Locklear's departure.

In the 2022-2023 academic year, there were five first year learning communities (Owatonna, Wadena, Granite Falls, Sioux Falls, and Fergus Falls) and three second year students (West Central 2, Brainerd, Lakes Area). In 2022-2023, the learning community research conference was held back on the SMSU campus. Nearly 160 educators and faculty attended the event.

The research conducted by the students was published in the Educator Development Network Research Journal. The journal is published by the learning community program edited by Dr. Lamb and Dr. Yerigan. The journal continues to be disseminated to several thousand alumni and partner districts. In addition to sharing great student action research, the journal is used to advertise an array of SMSU programs.

In the fall of 2022, the learning community faculty were able to come close to their enrollment target of 70 by bringing in 68 new first year students. When combined with the second-year enrollment (67), the total overall 2022-2023 learning community enrollment was 135. This number does not include the EDAL or Charter Certificate LCs.

**Table 6. Approximate Gross Revenue of the Graduate Learning Communities.**

	Tuition/Cr.	Credits Generated	Gross Revenue Generated	FYE Generated	2022-2023 FYE Revenue (\$3112/Cr.)	2022-2023 Total Gross LC Revenue
Year Two LC (2021-2023)	463... (67)	1139	\$527,357	56.95	\$177,228	
Year One LC (2022-2024)	535.00 (68)	1156	\$618,460	57.80	\$179,874	
		2295	\$1,145,817	114.75	\$357,102	<b>\$ 1,502,919</b>

In addition to the learning communities delivered, the learning community faculty also serve our SMSU alumni by offering professional development courses to advance their teaching skills. Often, our alumni have their colleagues enroll with them in these courses. Three of the learning community faculty have delivered several AE classes throughout the academic year and summer sessions. In the 2022-2023 academic year. These faculty delivered an additional 761 graduate adult education (AE) credits at \$150/credit for a gross revenue of \$200,474. It is noteworthy that these courses were also utilized as a promotion to market the learning communities (masters-level and EDAL). This has been a successful recruitment tool. The chart below delineates the number of credits delivered.

**Table 7. Graduate Adult Education (AE) Credits Delivered by Graduate Learning Community Faculty in AY2023.**

Faculty	Summer 2022	Fall 2022	Spring 2023	Total
Dr. Lon Richardson	0	0	0	0
Dr. Tanya Yerigan	185	50	0	235
Dr. Dennis Lamb	331	0	0	331
Dr. John Engstrom	90	0	0	90
Dr. Bruce Locklear	0	0	0	0
Dr. Jay Meiners	0	0	0	0
<b>Total Credits Delivered:</b>				656

**Table 8. Graduate Adult Education (AE) Gross Revenue in AY2023.**

2022-2023 AE Credits Delivered	Tuition	Tuition Revenue	FYE	FYE Revenue FYE=\$3112/credit <small>(The FYE rate is an estimate and averaged off the last 5-years).</small>	2022-2023 AE Gross Revenue
656	\$150/cr	\$98,400	32.8	\$102,074	<b>\$200,474</b>

10-credit topic packages were offered to approximately 65 practicing educators from MN and SD. We have noticed a reciprocal benefit. Our master's alumni refer students to the AE program and the AE students refer their colleagues to our graduate programs. AE packages were offered in the topic areas of self-care, mental wellness for adults and youth, adverse childhood experiences & toxic stress, emotional intelligence, and poverty.

### **Charter School Leadership -**

Dr. Dennis Lamb and Dr. Tanya Yerigan successfully secured an extension of the Charter School Leadership Program grant for Year Two of the program. This grant is funded through the Minnesota Department of Education. Another \$269,000 was awarded to SMSU to extend the work being developed in expanding the program and its offerings. In addition to the 19-credit certificate, students now can apply those credits to a master's degree as an area of emphasis, or if they already have a master's degree, they can apply 12 credits toward their K-12 Principal's license. There were 17 students in the 2022-2023 cohort. At the end of the spring 2023, due to the end of the grant cycle and lack of enrollment, the program was cancelled indefinitely.

### **Educational Administration and Leadership (EDAL) -**

Dr. Bruce Locklear was the coordinator of the EDAL (Educational Administration and Leadership) program from August-December. Dr. Jay Meiners took over in January. The EDAL program is offered in a Learning Community format with options for educators to earn the principal, director of special education, and superintendent licensures as well as earning the specialist degree. Dr. Locklear also works with a team of educational administrators still active in the field. These members of his team assist in co-facilitating the program courses. His team includes:

- Dr. Chad Anderson
- Dr. Jeannie Mayer
- Heather Anderson

Our EDAL program continues to grow and gain traction throughout the state. This year all but one of our students successfully completed the licensure program, giving us a 90% completion rate for those who have completed the licensure requirement. Of the most recent cohort, we have 6 from our most recent group who have placed into new or continuing administrative roles for a 60% placement rate for those who desire an administrative position. It is noteworthy that this is a licensure program producing nearly a dozen licensure-eligible administrators into the state of MN each spring.

### **Special Education -**

Dr. LeAnne Syring created a Team site with all manuals and handbooks for each of the six licensure areas of the program; including advising guides, student teaching handbooks, and course syllabi. There is also a faculty manual and student manual to guide new faculty and students through the program. The Special Education faculty is working together to incorporate the Council for Exceptional Children (CEC) standards into the courses as Minnesota has adopted the CEC standards for the Early Childhood Special Education (ECSE) license. We are also working toward the new CEC Accreditation. Three of the Special Education faculty, Dr. LeAnne Syring, Dr. Michelle Beach, and Dr. Donna Pettit, authored chapters for the MinnState Open Educational Resource project. The Special Education programs continue to grow in both undergraduate and graduate factions. We experienced a loss in our faculty this year with the death of Dr. Lori Reese. We are currently filling her position.

### **Physical Education Coaching of Sport (PECS) -**

Dr. Frankie Albitz is the Coordinator of the Physical Education Coaching of Sport (PECS) program. The PECS program is an online, nonlicensure Master's Degree Program based on the National Coaching Standards. It is offered in a two-year cohort model with cofacilitators for each course. The new cohort for this year has 24 students. They are more diversified than in the past. We have High School and College coaches/teachers in the Program, as well as SMSU GAs. The coaches and GAs are similar in numbers; for a while the GAs outnumbered other students. Faculty seem to be stabilized right now. At the beginning of this Program, we had turnover of faculty.

One project was to convert from using Livetext to the D2L ePortfolio software. Livetext was expensive for students who probably would never use this software after the two-year PECS Program. The D2L ePortfolio is free to them, and it is capable of gathering some statistics to evaluate the Program. D2L will be utilized to Survey graduating students rather than SurveyMonkey. If D2L Survey software is not powerful enough, we will return to SurveyMonkey.

### **Post-Baccalaureate / Graduate Licensure -**

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

Drs. LeAnne Syring and Sonya Vierstraete in collaboration with Dr. Rhonda Bonnstetter and the TEP licensure faculty created three new courses for the Post-Baccalaureate Standards of Effective Practice Graduate Certificate, and courses were approved via the SMSU curriculum process in AY2020 and Minnesota State in AY2021. The SoE TEP received approval from PELSB in June of 2021 to begin offering courses in the fall of 2021. During AY2022, ED 601 was offered in the fall of 2021, ED 602 was offered in the spring of 2022, and ED 603 was offered in the summer of 2022. These courses open the master's program to candidates seeking their initial teaching license. The sequence began again in the fall of 2022, and has now grown to a full cohort at the start of the AY2024 academic year at the publication of this report.

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

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

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

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

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

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

- 3.1 Educators call on multiple methods to meet their goals.
- 3.2 Educators facilitate learning in group settings.
- 3.3 Educators focus on student engagement.
- 3.4 Educators regularly assess student progress.

3.5 Educators emphasize principle/critical objectives.

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

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

**Standard 5. Educators are members of learning communities.**

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

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

There is an ongoing collaboration in the Graduate Education program with doctoral students from Udon Thani Rajabhat University in Thailand. With COVID-19 travel restrictions, we did not have students travel to campus in AY2021 or AY2022. However, doctoral students from Udon Thani Rajabhat University did travel to SMSU in the fall of 2022 to formally reestablish the partnership.

**School of Education.** The School of Education created a policy handbook during the 2017-2018 academic year. The handbook continues to be updated annually with full department approvals. The policy handbook continues to evolve and be a dynamic resource for faculty and staff and housed on the internal drive. This is a different document than the School of Education Candidate Handbook.



## SECTION II. Faculty Involvement & Activities Highlights

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

### **A. Teaching, Learning, and Additional Assignments Highlights**

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

#### ***Dr. Michelle Beach***

- participated in two Faculty Learning Committees. As a result of her learning, Dr. Beach rewrote ED 312 Human Relations for Teachers to further integrate equity and inclusion strategies into the courses' curriculum.
- updated Early Childhood Special Education course curricula.
- taught several courses in Education, Special Education, and Early Childhood Special Education.

***Dr. Toni Beebout-Bladholm*** had a wonderful year of teaching and learning. Highlights include, but are not limited to leading five 2-day clinicals. Approximately 100 students were placed in area schools. It was an exciting 10 days of watching Mustang Teacher Candidates work in four schools in SW Minnesota. This highlight coincides with supervising two amazing student teachers. Both student teachers were outstanding Comm Arts candidates and were hired for positions even before their student teaching experience was complete. Toni had the honor of participating in six student teaching seminars and supporting students through their EdTPA. Involvement in EMAE continued for Dr. B. this year and she looks forward to serving as the EMAE advisor next year. It is a safe bet that SMSU will be seeing more tie dye across campus. An addition to Dr. Toni's schedule was the addition of ED 634 - an online graduate class focusing on change. She implemented 'live' family meetings each week for this course and an asynchronous ED 102 course. Student feedback in the term surveys proved that this was an important addition for student success. Finally, Dr. B. had the honor of visiting 14 College Now schools across the state working with classroom mentor teachers and students. This tied in nicely to working with colleague, Dr. Kandy Noles Stevens, hosting Aspiring Educators Day and the first ever Aspiring Educators Conference. Dr. Toni looks forward to the 2023-24 school year taking with her these experiences and the excitement of new endeavors.

***Dr. Mary Risacher*** focused her efforts on Criterion One through review of her courses that emphasized facilitating learning with a variety of strategies. New to her courses this year were videos created for nearly every assignment. While not a theater major, Dr. Reacher's aim was to instruct her students. While it may have provided some entertainment, no academy awards were earned for her performances J.

***Dr. LeAnne Syring*** was on sabbatical during AY2023. Her sabbatical work included developing Faculty and Student Handbooks for the Special Education Program as well as a Teams site to house all Special Education documents. Dr. Syring attended the AAQEP conference with Director Kala Kopitski. They are collaborating to seek national accreditation for the School of Education Teacher Preparation Program.

**Dr. Debbie Van Overbeke** taught various courses in the undergraduate and graduate program, of note is ED 632: Linking, Teaching, Content & Learning. Dr. Amanda Pederson and Dr. VanOverbeke developed and co-taught this course online. Previously, Dr. VanOverbeke had taught the course in the oncampus format.

Dr. VanOverbeke served as the Online School of Education Graduate Coordinator. In this capacity, she conducted the business of the graduate program and promoted the online graduate program, which is growing in numbers. Accomplishments this year included adding additional electives to the Masters in Education: Sports Leadership Emphasis to provide career-track elective choices from the Masters in Physical Education and Masters in Business. In addition, Dr. VanOverbeke along with education faculty developed a two-track plan for the Masters in Education. Track A is the research track, while Track B is the non-research track. Furthermore, Dr. VanOverbeke worked with Wiley representatives to provide background information on the online Masters in Education for Wiley to develop the landing webpage to market the online Masters in Education Program.

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

**Dr. Tanya Yerigan**

- Dr. Yerigan served as the Graduate Education Director.
- Dr. Yerigan served as the Learning Community Coordinator.
- Dr. Yerigan authored the HLC Report sections pertaining to the learning community sites. She also served as Dean Onyeaghala’s point person for organizing the three (subsequently reduced to two) learning community site visits.

## B. Scholarly and Creative Activity Highlights

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

### **Dr. Michelle Beach**

- continued as an editor for the peer reviewed journal, *Journal of Research in Childhood Education*.
- co-authored, along with Drs. LeAnne Syring and Donna Petitt, an online course and textbook, "Introduction to Special Education." Funding provided by Open Educational Resource (OER) grant sponsored by and directed by Minnesota State Colleges & Universities.
- was invited to join the Editorial Board of the Journal, *Academia Medicine*.

**Dr. Toni Beebout-Bladholm** worked hard to address by gathering a wide variety of research in the area of concurrent enrollment/grow your own program. A research project is in the works with Dr. Kandy Noles Stevens and will continue throughout the summer and into next year in the hope to continue to grow the College Now program. The overarching goal is of course to increase the number of students entering the education field, hopefully at SMSU. In order to support this project and College Now schools, six different professional development opportunities were provided throughout the year for all classroom mentor teachers. While the research areas are different than concurrent enrollment, Dr. Toni enjoyed serving as the chair for two graduate students studying social and emotional learning and effective strategies for ELL students in the agri-science setting. Dr. B. work with student teachers and secondary students led her to also survey secondary student teachers to understand what areas secondary students would like to see included in their methods courses and teacher preparation program. This process will continue and the hope is to implement some of these changes for all secondary teacher candidates. Finally, Toni has been working on a series of memoirs since she became a farmer and a landlord. She shared one of these, "Woke Up a Farmer...Didn't Have the Shoes" with Gold College. Dr. B. Criterion 2 efforts are varied and will continue to grow.

**Dr. Mary Risacher** began phase two of her research project with her colleague Dr. Sara Fier. In phase two of their research, a reflective student evaluation was administered midsemester. This built on the previous research which only utilized end-of-semester reflective student evaluations (RSE). The intention was that a midsemester evaluation would allow the instructor to make needed course adjustments as well as providing the students an opportunity to reflect on their progress and consider making adjustment as needed. Traditional evaluations administered at the conclusion of the course do not allow for implementation of improvements while the student is still enrolled in the course. Presentation & Publication- EdMedia & Innovate Learning November 2, 2022, *Meaningful Midterm Feedback: Reflective Evaluations as a Tool for Midterm Course Adaptation*.

**Dr. LeAnne Syring** was on sabbatical during AY2023.

Dr. Syring had a paper accepted for presentation at the DISES (Division of International Special Education and Services) International Roundtable in Bangalore, India, 7.12-14.2023.

Dr. Syring wrote learning modules for two separate Open Educational Resource (OER) textbooks:

MinnState OER Introduction to Special Needs Textbook project:

Two Modules: Module 1: Introduction to Special Needs;  
collaboration with Dr. Beach

Module 3: History of Special Education; solo author

Normandale OER Learning & Human Development Textbook project:

Solo Author: Chapter 3: Specific Learning Disabilities

Chapter 6: Autism Spectrum Disorders

Chapter 8: Traumatic Brain Injury

Co-Author: Chapter 10: Low-Incidence Disabilities;

collaboration with Dr. Stacie Parks

Dr. Syring chaired three graduate research papers:

Heidi Aufenthie – The Importance of Play in Early Childhood: Contributions to Early Learning and Development in Young Children

Abygail Krog – Student-Teacher Relationships and the Effect on Classroom Behavior

Cassandra Urbano – Effectiveness of Individualized Token Reward Systems at Increasing Expected Behavior for Students in Special Education

**Dr. Debbie Van Overbeke** and Dr. Kandy-Noles Stevens have collected data for three years on teacher candidates' understanding of the high-leverage practices of eliciting and interpreting students' thinking, conducting a discussion, and explaining and modeling in their mathematics and science methods courses. They will be writing a paper for publication and presentation at the Far West Regional Association for Science Teacher Education Winter Regional Meeting in January 2024.

Dr. VanOverbeke revised ED 430: Reading in the Content Areas and ED 450/550: Reading Assessment & Evaluation to include science of reading content learned during the *LETRS* (Language Essentials for Teachers of Reading and Spelling) training Dr. VanOverbeke attended.

Dr. VanOverbeke and Dr. Kandy-Noles Stevens along with filming assistance from Professor Chris Mentz created two marketing videos for the online Masters in Education program.

**Dr. Sonya Vierstraete** focused on ways to share her scholarship with others:

- authored open education resources (OER) through Minnesota State's Open Textbook Pilot – Teacher Education project funded by the U.S. Department of Education – *Foundations of Literacy* and *Foundations of Instruction* courses/resources.
- Collaborated with MEDA – Minnesota Education Deans Alliance deans on grant writing and funding for SKEEP – Secondary and K-12 Education Enhancement Projects.
- continued to co-author a blog entitled 'A Tale of 2 Profs: Sharing our Stories about Teaching, Learning, Leading, & Living with Dr. Wendy Schoolmeester, which launched in February 2014 at [www.educonnections.org](http://www.educonnections.org).

**Dr. Tanya Yerigan** hosted a two-day retreat with the learning community faculty. The purpose of the retreat was to completely revamp the entire program's syllabi utilizing her spiraled curriculum grid, new books, new policies, and sample activities. The team successfully completed the reconfiguration of all 12 courses.

### **C. Professional Development Highlights**

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

#### ***Dr. Michelle Beach***

- participated in two State of Minnesota Faculty Learning Committees in the summer of 2023.
- attended four conferences and multiple (30+) workshops throughout the year.
- attended SMSU Professional Development Days workshops in August and January.
- attended the D2L workshops presented by our SMSU ITS team.
- attended MACTE, Minnesota Association of Colleges of Teacher Education, Virtual Statewide Meetings and Collaborations.

***Dr. Toni Beebout-Bladholm*** joined the SMSU Fellows Program spearheaded by the Provost this year. She took an ACUE course last year and would like to continue study in the areas of equity and diversity. This course is centered on equitable courses and connects well as she begins to take on new courses and course design in the undergraduate and graduate programs. In connection with the program, Toni also participated in COLT professional development consistently throughout the year. She continues to be interested in AI and how it will impact education; she strives to find the positive things that AI can do. Perhaps that will grow into something for Criterion 2 as well in the future. Webinars ranging from literacy to creating equity through connections were part of Dr. B.'s nights. She strives to stay current in areas to support teacher candidates. Her membership in state and national organizations continues and you can often find her with a NCTE article tucked in her bag in case she 'has a minute.' Toni's 7-12/5-12 MN Teacher License in English, Speech, Remedial and Developmental Reading is up for renewal in 2024 and she is enrolled with Learners Edge. It is extremely important to Dr. B. that she stay active in the 7-12 setting as she works to train teacher candidates to enter the exciting world of secondary education.

***Dr. Mary Risacher's*** research has provided opportunities for her to expand her knowledge of best teaching practices as she sought to use student feedback received in the midsemester reflective evaluations.

***Dr. LeAnne Syring*** researched and participated in seminars to advance her knowledge of the accreditation process for the department through Association for Advancing Quality in Educator Preparation (AAQEP) and for the Special Education program through the Council for Exceptional Children (CEC). Dr. Syring also completed the programming to be a reviewer for AAQEP to further her knowledge and experience.

***Dr. Debbie VanOverbeke*** completed the Language Essentials for Teachers of Reading and Spelling (LETRS) course offered through the Minnesota Department of Education. LETRS was a 16-month (144 hour) asynchronous/synchronous course for educators who teach reading and writing, including teacher educators. LETRS answered the important question of how to teach the skills required for proficient reading and writing. The LETRS components were incorporated into the SMSU reading courses taught by Dr. VanOverbeke. The changes will provide the SMSU teacher educators with current research practices for teaching reading and writing with confidence.

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

- SMSU Professional Development Day. Attended *Tips, Tricks and Trip-ups, The Invisible Forest-Engaging & Connecting Online Learners, They can cheat how? Now what?* on August 16, 2022.

- SMSU COLT. Attended the following sessions: *Intelligent Agent Workshop* on September 14, 2022; *FindTime Workshop* on October 5, 2022; and *D2L Course Template Workshop* on November 3, 2022.
- *Make Math Moments That Matter Online Summit* on 11/18 – 11/20/2022. Attended the following sessions relevant to teaching ED 424: Elementary Math Methods
  - *How Building a Thinking Classroom Can Make Math Moments* by Peter Lijiedahl, Jon Orr and Kyle Pearce
  - *Counting is More Than 1, 2, 3* by Dr. Nicki Newton
  - *Figuring out Fluency-From Facts to Fractions* by Jennifer Bay-Williams
  - *Kindergarten Math Matters At Home & At School* by Amelia Spann
  - *Top Five Strategies to Provided Learners with Equitable Access to Mathematics Learning* by Dr. Jennifer Chang Wathall
  - *Why 6 x 7 Isn't a Basic Fact and What to Do About It* by Berkeley Everett
  - *Using Multiple Entry Level Tasks to Foster Mathematical Reasoning and Sense Making* by Marilyn Strutchens
  - *Blowing Things Out of (or Into) Proportion* by Ted Coe, Kyle Pearce and James Tanton
  - *Planning Small Group Instruction to Maximize Learning* by Christine Michalyshen
  - *What's a Learning Goal and How do I Write One* by Ayanna Perry
- MN Department of Education. *Adult Coaching Strategies Training*, Online Webinar on January 7, 2022
- SMSU, *Culturally Responsive Teaching* by Dr. Teresa Henning on February 24, 2023.

**Dr. Sonya Vierstraete** completed an 18-month LETRS – Language Essentials for Teachers of Reading and Spelling training thru a MDE grant. This intensive training offered to in-service teachers, school administrators, and literacy professors to advance literacy in the state.

Dr. V. participated in Minnesota Association of Colleges for Teacher Education conferences in the fall, winter, and spring. She participated in the Florida State University College Student Wellbeing Trauma, and Resilience professional certification as well as completing the ACUE – American Colleges and Universities for Education Microcredential in *Creating an Inclusive and Supportive Online Learning Environment*.

**Dr. Tanya Yerigan** continues self-care and trauma research for educators and is actively responding to the needs school districts, staff, students, and parents.

### **D. Service to Students Highlights**

All School of Education faculty members provide advising to the teacher education candidates, physical education students, and graduate students; many also act as chairs for graduate education students. Faculty meet with prospective students on visit days or during individual visits to campus. Graduate faculty in the learning communities volunteered to attend recruiting and marketing meetings for potential learning communities and assist in calling and emailing potential graduate students for marketing their programs.

Faculty members support action research as well as portfolio development and review at both the undergraduate and graduate levels.

The Education Minnesota Aspiring Educators (EMAE), formerly known as Education Minnesota Student Program (EMSP), is a student organization sponsored by the Education Department providing professional development, learning activities, grants, and social programming for all education students. The faculty advisors for this student group in AY2023 were Drs. Wendy Schoolmeester and Sarah Huseby.

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

#### ***Dr. Michelle Beach***

- advised over 125 undergraduate and graduate students in AY 2023.
- evaluated Student Teaching Livetext Portfolio reviews during both fall and spring semesters.
- assisted in three student teacher seminars presented by the SMSU Office of Placement & Licensure.

***Dr. Toni Beebout-Bladholm*** implemented group advising sessions this year to help create connections with advisees and between advisees. This is a practice that she will continue. It proved to be useful to students and helped manage the advisee load of secondary candidates. This aligned nicely with the “Family Lunches” that she implemented last year and continues to facilitate. You will often find Toni racing off to watch a student presentation or cheer for a student at an academic or athletic event. She was excited to attend the research conference and participate in the SMSU Honor’s exit interview for a Comm Arts student. Toni still is very involved with Director Panka and Director Kopitski to support licensure for Mustang candidates. If you cannot find Toni in the Individualized Learning building, chances are she is attending faculty and student presentations ranging from micro aggressions to mental health. She loves Mustangs, and it is important to her that she supports their growth as students and as future educators.

***Dr. Mary Risacher*** contributed to student growth throughout the academic year through numerous advising appointments and newly assigned transfer students. Dr. Risacher provided guidance and mentorship to her 90 plus advisees and her students as they navigated their way through the SoE requirements, being sure to review each of their multiple applications and assessments, in a timely manner with informative feedback. Among those points of contacts and review were the applications to the Teacher Preparation Program, Student Teaching, Degree Checks, and Portfolio Review.

***Dr. LeAnne Syring*** was on sabbatical during AY2023. Dr. Syring developed student handbooks for the special education programs (ABS & ECSE) and for the para-to-sped program. Dr. Syring created Student

Planner Instructional Video (and a faculty version) for Records & Registration to facilitate the students' use of this valuable tool. Additionally, Dr. Syring was a guest speaker on Autism for JUAD 210: Crisis Intervention: Youth Mental Health for Professor Amanda Sieling.

**Dr. Debbie VanOverbeke** advised 87 students (22 undergraduate and 65 graduate), participated in LiveText portfolio reviews of undergraduate and graduate students completing their programs, and chaired 15 graduate Action Research Projects at various stages in the research process.

**Dr. Sonya Vierstraete** conducted prospective student visits throughout the year, and she assisted at Admitted Students/Registration Days hosted by the Admission Office both on campus and then online this spring as well as assisting with Mustang Days on campus. She advises approximately 80-90 students, advising in ELED, Literacy/Reading, and TESL programs with the majority of online elementary education majors. Dr. Vierstraete acted as the graduate action research advisor to several students in the areas of Reading/Literacy and Teaching English as a Second Language. Dr. Vierstraete supports SMSU Mustang athletics, attending SAAC – Student-Athletes Advisory Council meetings and helping with degree completion and post-graduate scholarship opportunities thru the NCAA.

**Dr. Tanya Yerigan**

- During the summer of 2022, Dr. Yerigan visited with many area superintendents sharing about the AE courses and their applicability to our alumni continued professional development.
- Dr. Yerigan and Dr. Lamb continued to serve as editors for the School of Education's --Graduate Education's refereed journal, the Educator Development Network.
- Additionally, Dr. Yerigan and Dr. Lamb worked with SMSU's branding office to create advertisements for several campus programs. The journal electronically disseminates to nearly 4000 Midwest educators.



## E. Service to University & Community Highlights

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

### ***Dr. Michelle Beach***

- was an active participant in the University community as a member of the Appeals Committee, the Academic Technology Committee, and the Disabilities Advocacy Committee.
- was a member of the IFO Accessibility Committee and C.A.T.T.
- an Advisory Board member for Hennepin Technical College (HTC), Minnesota State College Southeast, and T.E.A.C.H. Scholarships- Child Aware MN

***Dr. Toni Beebout-Bladholm*** continues to serve on the curriculum committee and is slated to in the upcoming year. It is her hope that she can make sure that licensure is not impacted by campus curriculum changes. This year Dr. B. also attended the campus liaison meetings to support Director Kopitski in her new role as the Director of Assessment, Accreditation, and Licensure. This work included working with data specialist, Christy Westfield on the Title II and DSR data draws. New to Toni's involvement this year included participation in activities for the Social Justice Club, Social Work Club, and the Mustang Forensics Team. She was even pried in the face to support the local Women's Rural Advocacy Program. In the spirit of volunteering Dr. B. was active in Mustang Give Day (even found cleaning the floor of a one-room schoolhouse) and supporting the work of the Math Master's Program. She was also found continuing her monthly decorating to bring the Education Office cheer and her involvement in 'Warm Up Wednesdays.' Dr. B. strives to promote joy on campus. One of her many joys this year was her visits to 17 schools throughout Minnesota for College Now and student teacher candidates. During these visits Toni also shared what she learned with her work with the faculty recruitment and retention team to promote SMSU. Go Mustangs!

***Dr. Mary Risacher*** contributed to the recruitment and retention of students through her efforts in service to the University as she volunteered in classrooms seeking opportunities to share about SMSU. Other efforts in service were her contributions to the TESL search committee and participation in the interview process for the additional four faculty positions.

***Dr. LeAnne Syring*** was on sabbatical during AY2023. Drs. Syring & Pettit participated in a collaborative group advancing statewide Special Education programming, called New Year, New U! This includes designing marketing materials and presenting our special education programming to prospective students. One of the results will be the new website: [TeachSpedMN.org](http://TeachSpedMN.org)

Dr. Syring continues to participate in statewide meetings to remain current on special education issues and to keep our program information in the forefront of the state. Dr. Syring currently participates in ECSE Leaders in Minnesota Higher Ed Programming, Special Education Program Providers forum, Institutes of Higher Education-Special Education.

Dr. Syring is also a member of the SEP Review & Alignment Ad HOC Workgroup for the MinnState System.

***Dr. Debbie VanOverbeke*** chaired the Search Committee for the Associate Professor of Education position to replace Dr. Wendy Schoolmeester, which was filled by Professor Christine Quisley. Dr. VanOverbeke was an active participant in the University community as a member of the Institutional Review Board, Graduate Council, Graduate Curriculum Committee, Long Range Planning, the Executive Committee, and Strategic Planning Committee. She also served on the state Salary Equity Committee.

Dr. VanOverbeke served the community as a member of the Minnesota Academy of Reading and as a member and secretary of the Lake Shaokaton Lakeshore Association Board of Directors.

**Dr. Sonya Vierstraete** served on the following committees: HLC/Strategic Planning, Global Studies, SAGE, Equity by Design, and chaired the Intercollegiate Athletic Advisory Committee. She also served on the statewide Teacher Education committee (TEC), the Standards of Effective Practice AdHoc committee, and serves as a PELSB – Professional Educator Licensing & Standard Board – licensure via portfolio reviewer and site visit reviewer. Additionally, she served on the Dean of ALS search and the Director of Assessment, Accreditation, and Licensure search committees for the School of Education. She chairs the Continuing Education for DNU ~ Diocese of New Ulm ~ Cluster IV (four area schools) and began serving as chair for the Minnesota Association of College for Teacher Education (MACTE) Teacher Relicensure committee. She serves as the Vice-President of the Southwest Minnesota Reading Council and completed her second 2-year term on the MACTE Executive Board. Dr. V. maintains partnerships she helped establish with El Colegio El Camino and Ulster University as we look to provide additional opportunities for teacher candidates. She also volunteers in various classrooms at area schools and serves as the President of the Marshall Tiger Football Boosters.

**Dr. Tanya Yerigan**

- As LC Coordinator, Dr. Yerigan developed a collaborative Team's site with the Marketing & Recruitment Team. It is an area all updated flyers, pictures, and promotional items can be housed and shared.
- As Graduate Council Chair, Dr. Yerigan led the Council to revising and gaining approval of the Graduate Policy. Additionally, she revised the graduate faculty application and online forms.
- Dr. Yerigan continued to donate to her endowed scholarship.

## SECTION III. Assessment

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

**Undergraduate Education Programs/Teacher Preparation Program.** The undergraduate and graduate licensure programs are accredited by the Professional Education Licensing and Standards Board (formerly the Board of Teaching). The most recent accreditation site visit took place in November of 2017, and the SMSU School of Education Teacher Preparation Program received full approval until 2023 with a focus area report due within the two-year interim; the report was submitted and continuing approval was granted the spring of 2020. The interim report was submitted and approval continues through 2023 with our next site visit scheduled for November 15-17, 2023. In addition to unit accreditation, each program is reviewed and reaccredited by PELSB every two years with the cycle being extended to every three years with changes to the unit visit schedule.

**Assessment Plan.** The SMSU SoE TPP assessment plan consists of checkpoints to assess candidate competency:

### Checkpoint I: Philosophy of Education and Initial Field Experience Evaluation

In ED 101 Introduction to Education & LAB or ED 601 Foundations of Education & LAB, candidates compose a philosophy of education and complete a 15-hour initial field experience, which includes observation and writing/teaching one lesson.

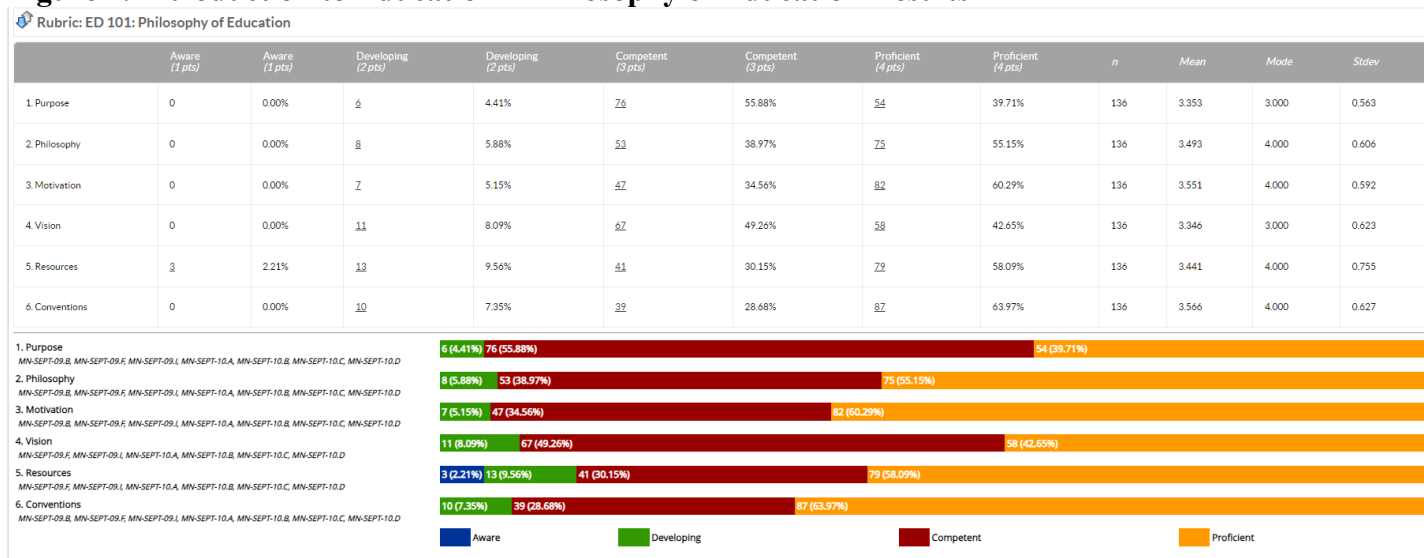
The Standards of Effective Practice (SEP) are assessed via submission of assignments in Livetext:

Philosophy of Assessment: 7A, 7E, 7F; 9B, 9D, 9E; 10A, 10C

Initial Field Experience Evaluation: 4B, 4C, 4H; 6C, 6D, 6J; 9H, 9J, 9L, and dispositions.

Additionally, ED 101 Introduction to Education & LAB | ED 601 Foundations of Education & LAB have been identified as the introduction to all SEPs, which have been aligned to all of the University Student Learning Outcomes (SLOs).

**Figure 2. Introduction to Education – Philosophy of Education Results**



The initial field experience evaluation from ED 101 Introduction to Education & LAB | ED 601 Foundations of Education & LAB is incorporated into the Teacher Preparation Program application as it is reviewed for admission.

### **Admission to the Teacher Preparation Program**

Candidates apply for admission to the Teacher Preparation Program via an online application typically at the end of their sophomore year after successfully completing initial steps in teacher preparation including ED 101 Introduction to Education & LAB or ED 601 Foundations of Education & LAB.

The Perceptive Content online application was adopted in 2018, changing from the Livetext online application, with updates made annually. The change in system and process allows for the teacher candidate to monitor the application process and for the application to move through the workflow process similar to the student petition process. The application and criteria for admission may be found on the School of Education website: <https://www.smsu.edu/academics/schools/education/teacher-preparation-program.html>

### **Criteria for Admission to the Teacher Preparation Program**

Applicants to SMSU's Teacher Preparation Program (TPP) must:

1. Have completed at least 45 semester credits prior to applying and show evidence that a minimum of 60 semester credits will be satisfactorily completed at the end of the semester in which the application is being made. If you have a requirement that will be met during the summer term, candidates may be conditionally admitted to the TPP and should apply in the spring or summer/when admitted to SMSU. Candidates need to successfully meet the requirements for full admission by the end of the following fall term. Only candidates with full admission to the TPP will participate in student teaching.
2. The minimum GPA requirement is 2.8 in entry level professional education coursework for admission to the Teacher Preparation Program. To be eligible to student teach, candidates must have a 2.8 GPA for professional education coursework/major GPA. Additionally, a "C" grade or better must be maintained in all Professional Education/ECSE/SPED/TESL courses to maintain eligibility for student teaching. All "I", "IP" or "C-" and below grades must be successfully resolved to maintain eligibility for student teaching.
3. Have completed the following courses (or the equivalents):
  - ENG 151 (Academic Writing) OR ENG 251 (Writing in Professions) with a minimum grade of 'C' or better in one of the classes OR meeting PELSB approved ACT/SAT scores OR passing scores on the NES EAS tests in Reading and Writing.
  - COMM: Goal 1 COMM class with a Comm prefix with a minimum grade of 'C' or better.  
Recommended: COMM 110 Essentials of Speaking & Listening or a comparable course.
  - MATH: Goal 4 MATH class with a MATH prefix with a minimum grade of 'C' or better OR meeting PELSB approved ACT/SAT scores OR passing scores on the NES EAS test in Math. \*All ELED majors will need to take MATH 110 (or higher level math course – reference advising guide) as it is a prerequisite for MATH 129, which is required for the major.
  - The above requirements for ENG, COMM, and MATH are considered met with a previous degree for admission to the TPP.
  - ED 101 Introduction to Education & LAB or ED 601 Foundations in Education & LAB with a minimum grade of 'C' or better and a positive recommendation.
  - ED 102 Technology: Classroom Applications & Portfolio or ED 601 Foundations in Education & LAB with a minimum grade of 'C' or better.
4. Demonstrated writing proficiency in education courses, documented in ED 101 or ED 601.
  - In ED 101 or ED 601, teacher candidates will submit a philosophy of education to their instructor for evaluation. Teacher candidates who do not meet the School of Education standards are responsible for working with the SMSU Writing Center to improve written work.

- Submit a written essay as part of the application to the Teacher Preparation Program.

### **Teacher Preparation Program Requirements:**

#### Items to be Uploaded/Submitted with the TPP Application

1. Essay

To demonstrate competency in written communication, you must submit a typed or a handwritten, two-three page essay. This essay will be reviewed for correctness in mechanics and spelling, and the ability to express ideas clearly. It should include information on why you have chosen teaching as a career, what you already know about teaching the age range for which you are applying, your experiences in a teaching setting and other experiences, and any additional characteristics you have which will make you an effective teacher.

2. Academic Faculty Reference Form

This form is to be completed by a faculty member from a class you have taken at SMSU or another university, college, or technical school, where the teacher candidate has taken coursework. Secondary/K-12 majors must have their content area advisor complete this form.

3. Education Faculty Reference Form

This form is to be completed by a faculty member from an education class taken at SMSU or another university, college, or technical school, where the teacher candidate has taken coursework.

4. Verification of Experience with Children/Adolescents Form

Complete the form identifying a 30-hour experience working with children/adolescents. A candidate may combine two experiences to meet the 30-hour experience requirement.

5. Teacher Candidate Dispositions Self-Assessment Form

This form is to be completed by the teacher candidate as a self-evaluation.

6. Understandings Form

Read, sign, date, and submit with your application.

Code of Ethics and Professional Dispositions

Listserv Enrollment and EMAE Membership - Confirmation of Liability Coverage

Enrollment in the Education listserv

All teacher candidates need to subscribe to the Education listserv, as this is how we send program information, scholarships, deadlines, job opportunities, meetings, events and more out to students.

To subscribe to the listserv:

- Send a BLANK email to [Smsu-emsp-subscribe-request@lists.minnstate.edu](mailto:Smsu-emsp-subscribe-request@lists.minnstate.edu).
- Leave the subject line and body of the email BLANK. This includes any "signature" you have set up.
- You will receive a confirmation email from MINNSTATE LISTSERV Server. You will need to click the link within the email to confirm your subscription. Keep this email as it is included in the TPP Application.

EMAE Membership - Confirmation of Liability Coverage

All SMSU Education candidates must hold personal liability insurance in an amount comparable to professional standards (minimum of \$00,000). The coverage runs from September 1 through August 31 of the following year and must be renewed annually. The cost is approximately \$40 annually. Apply online at [www.nea.org](http://www.nea.org), then click on "Join NEA" up at the top. Keep your confirmation email as evidence needed for field experiences and coursework. If candidates are part of the post-baccalaureate program or are currently professionally licensed tier 3 or 4 teachers, they may have comparable coverage from their education workplace; evidence must be submitted.

Guidelines for Social Media use Agreement SMSU School of Education Candidate Handbook

7. ED 101 Intro. to Education & LAB or ED 601 Foundation in Education & LAB Classroom Experience Reference Form

The cooperating teacher for this classroom field experience will complete this form. If the

course/field experience was through SMSU, the evaluation is located in LiveText. If the Introduction to Education class is from another institution, the candidate should request a copy of the field experience evaluation from that institution's Placement Office. Transfer Pathways (TP) teacher candidates may be conditionally admitted to the TPP without the ED 101 or ED 601 evaluation. Once a TP candidate obtains a positive recommendation from a SMSU field experience, the conditional admission may be moved to full acceptance if all other requirements are successfully met.

#### Teacher Candidates Holding a Previous Degree:

##### Teacher Candidates with an AA Degree

- Can be admitted on a conditional basis if they have not taken ED 102 Technology
- Can be conditionally admitted, and moved to full admittance upon successful completion of required courses
- AND, must be enrolled in these courses for the next semester

##### Teacher Candidates with a Bachelor's Degree without Tier 3 or 4 Licensure

Any teacher candidate already holding a bachelor's degree, but who does not hold a professional teaching (tier 3 or 4) license, must meet the admission criteria identified above and be accepted into the program before taking most upper division methods courses in Education toward the licensure program.

##### Tier 3 or 4 Licensed Teachers

Licensed teachers, who plan to add a new licensure, will be asked to submit transcripts of all college or university studies, copy of current teaching license, and evidence of liability insurance. A customized plan will be developed upon review of the information provided.

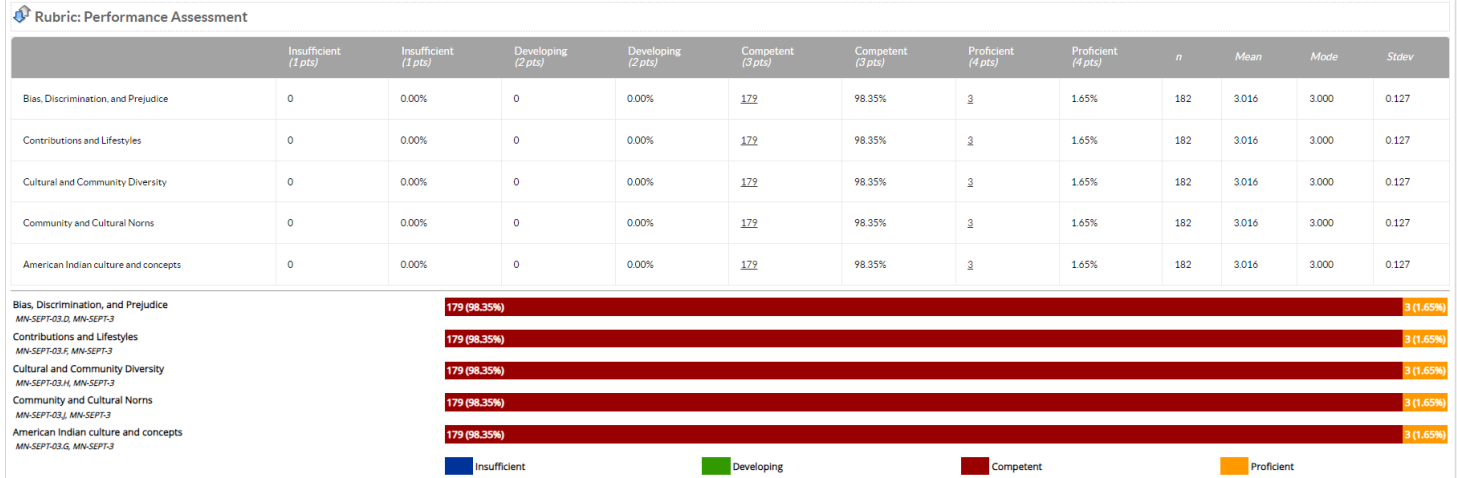
Once the application is completed and submitted, the advisor for the candidate reviews the application to determine whether all minimum criteria have been met. If so, the faculty advisor moves the application forward to be considered by the Teacher Preparation Program Licensure faculty, and recommends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

#### **Checkpoint II: Standards of Effective Practice**

In ED 312 Human Relations for Teachers/ SOCI 331 Race & Ethnic Relations, candidates complete a Native American lesson plan and text analysis for bias. MN Standards of Effective Practice addressed via ED 312/SOCI 331: 3D, 3J; 9C, 9G, 9I; 10D, 10E, 10G.

Human Relations for Teachers has been identified as reinforcement to most SEPs, which have been aligned to all of the University SLOs.

**Figure 3. Human Relations for Teachers – Native American Project & Textbook Analysis for Bias**



**Checkpoint III: Methods**

Key assessments include:

ECE –ED 424 (math unit) & ED 418 (kindergarten center) \*additional checkpoint for ECE

ELED – ED 424 (math unit) & ED 418(kindergarten center) \*additional checkpoint for ELED

Endorsements to Elementary:

Pre-primary - ED 330

5-8 Math – ED 412 content methods course

5-8 Science – ED 413 content methods course

5-8 Social Sciences – ED 416 content methods course

5-8 Comm Arts – ED 414 content methods course

K-8 Spanish – ED 409 content methods course

SEC/K-12 – content methods course | classroom management plan

DAPE – PE 220 unit

K-12 Reading – ED 451/551

SPED - SPED 430, SPED 480

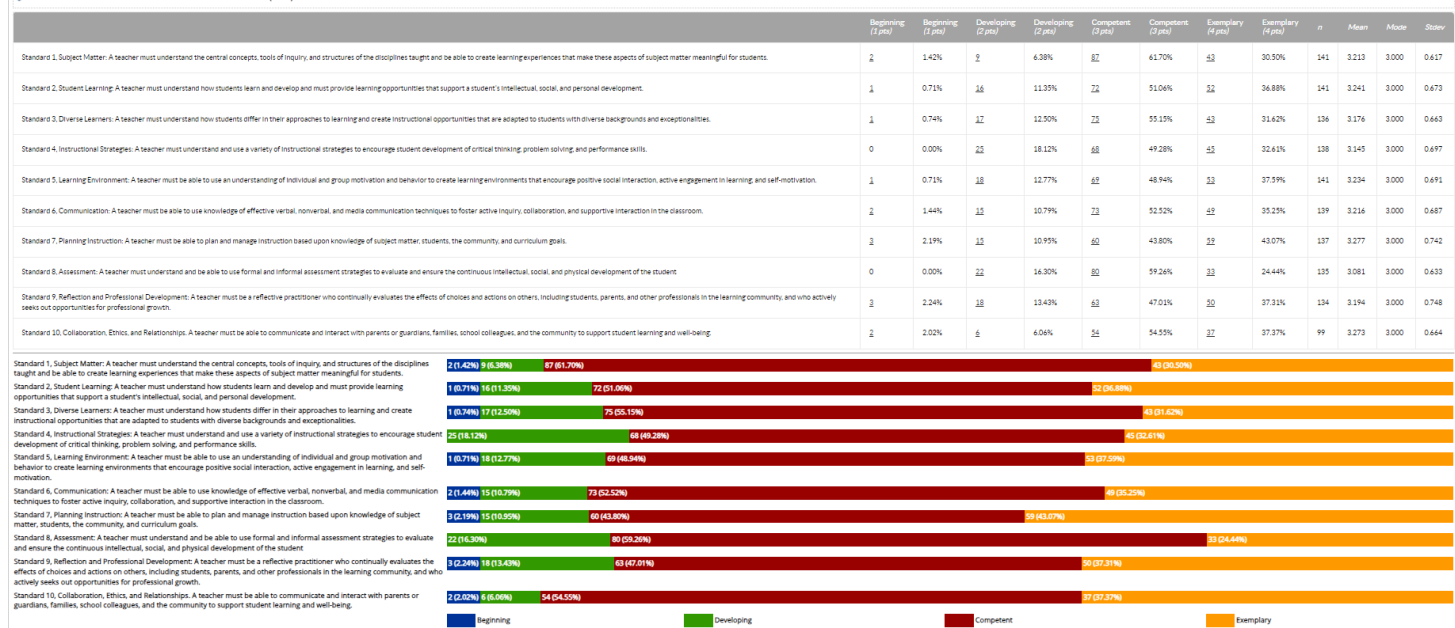
TESL – TESL 435 (TESL unit)

To be recommended for advancement to student teaching, candidates must have successfully completed a 10-day pre-student teaching experience and have received positive recommendations from their cooperating teacher and university supervisor. Candidates must complete all requirements of pre-student teaching, including the practice edTPA (Teacher Performance Assessment), and receive a positive recommendation from their cooperating teacher and their university supervisor.

Pre-Student Teaching and Student Teaching have been identified as advanced understanding and application of the SEPs, which have been aligned to all of the University SLOs.

**FIGURE 4. Pre-Student Teaching Experience – PSTE Experience in AY2023**

Rubric: Minnesota Standards of Effective Practice (SEP)



**CHECKPOINT IV: Student Teaching**

Assessment of Checkpoint IV includes the successful completion of student teaching at the end of the program. Candidates complete a full semester of student teaching at the grade level(s) required for licensure; para-to programs provide a year-long residency student teaching experience. The Student Teaching evaluations, aligned to each of the 10 SEPs, are completed by the cooperating teacher and the university supervisor. Candidates must receive a positive recommendation to complete the student teaching experience and to be recommended for graduation and licensure.

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

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



Table 9. Graduation Portfolio Review Results.

SEP	Mean
Professional Portfolio Overall	3.536
1	3.63
2	3.643
3	3.571
4	3.679
5	3.571
6	3.571
7	3.679
8	3.571
9	3.571
10	3.643

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

**Licensure:**

Following the posting of their degree and all licensure requirements are proficiently met, candidates are recommended to PELSB for licensure.

\*Note: the MTLE and EAS exams are no longer required by state statute beginning in August of 2023.

**TABLE 10. Checkpoints with Key Assessments for SMSU School of Education**

<b>Checkpoint Level</b>	<b>Key Assessment</b>	<b>Standards Met</b>	<b>Rationale for Task(s)</b>
Checkpoint I	ED 101 / ED 601 Philosophy of Education Philosophy paper	SEPs 7A,7E,7F; 9B,9D,9E; 10A,10C	Initial teacher preparation course for prospective teacher candidates for all licensure programs
	ED 101 / ED 601 field experience evaluation  *Additionally reviewed with the TPP application	SEPs 4B,4C,4H; 6C, 6D, 6J; 9H,9J,9L; dispositions	Initial teacher preparation course for prospective teacher candidates for all licensure programs
Checkpoint II	ED 312 / SOCI 331 - Native American lesson plan, text bias analysis	SEPs 3D,3J; 9C, 9G, 9I; 10D, 10E, 10G	Initial teacher preparation course for prospective teacher candidates for all licensure programs
Checkpoint III	Methods courses - unit plan (or parallel project)	SEP 4 - MN academic standards, instructional strategies; 6-use of tech in teaching; 7-planning for instruction; 2- unit plans appropriate for grade level; 3- needs of SPED and ML learners addressed; 8- Assessment	Assesses candidate's attainment of content and pedagogical knowledge and skills  * See separate listing below for course, artifact, and content standards addressed for each licensure program
	ED 301 - Classroom Management Plan	addresses SEP 5 in particular	Requirement for teacher candidates for secondary licensure programs
	PSTE evaluation	aligned to SEPs	To be recommended for advancement to student teaching
Checkpoint IV	Student teaching evaluation	aligned to SEPs	Application of candidate's attainment of content and pedagogical knowledge and skills
	Graduation portfolio review	aligned to SEPs	Application of candidate's attainment of content and pedagogical knowledge and skills throughout the teacher preparation program

**Content Standards for various Teacher Education Program majors to incorporate in Content Rubric in LiveText:**

**Art Education K-12: ART 270** Use “The Curriculum Assignment” as the artifact

**3.F. A teacher of visual arts must demonstrate an understanding of the teaching of visual arts that integrates understanding of visual art with an understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of visual arts to children, preadolescents, and adolescents must:**

**3.E.3 :** - the historical foundations of art education and training in visual art;

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

**3.F.4 :** - understand the role and alignment of district, school, and department mission and goals in program planning;

**Biology Education (Life Science 9-12): ED 407** use the ‘teaching unit’ as the artifact

**Standard 3.E.**

**Subp.3.E. A teacher of science must have a broad-based knowledge of teaching science that integrates knowledge of science with knowledge of pedagogy, students, learning environments, and professional development. A teacher of science must understand:**

**3.E.1. curriculum and instruction in science as evidence by the ability to:**

**3.E.1.a :** - select, using local, state, and national science standards, appropriate science learning goals and content;

**3.E.1.b :** - plan a coordinated sequence of lessons and instructional strategies that support the development of students' understanding and nurture a community of science learners including appropriate inquiry into authentic questions generated from students' experiences; strategies for eliciting students' alternative ideas; strategies to help students' understanding of scientific concepts and theories; and strategies to help students use their scientific knowledge to describe real-world objects, systems, or events;

**3.E.1.c :** - plan assessments to monitor and evaluate learning of science concepts and methods of scientific inquiry;

**3.E.5 :** - how to develop curriculum goals and purposes based on the central concepts of science and how to apply instructional strategies and materials for achieving student understanding of the discipline;

**Chemistry Education 9-12:** same as Biology Education

**General Science:** Gr. 5-8 additional to Life Science or Chemistry Education, same as Biology Education

**Communication Arts 5-12: COMM 450 and ED 405 – artifact is teaching unit**

**Standard 3.C.**

**3.C. A teacher of communication arts and literature demonstrates an understanding of the teaching of communication arts and literature that integrates understanding of communication arts and literature with their understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of communication arts and literature to preadolescent and adolescent students in grades 5 through 12 shall:**

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

**3.C.3 :** - develop curriculum goals and purposes based on the central concepts of communication arts and literature and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

**Early Childhood Education B-Gr. 3: ED 418 - kindergarten center as artifact; ED 424 use unit lesson plans**

ED 318:

**3.A.1 :** - the research base for and the best practices of early childhood education;

**3.D. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:**

**3.D.3.** how to create learning environments that emphasize play, active manipulation of concrete materials, child choice and decision making, exploration of the environment, and interactions with others;

ED 361:

**3.D.5. the central concepts and tools of inquiry for teaching mathematics, including:**

**3.D.5.b :** - planning activities that develop primary-aged children's understanding of mathematics and increases their ability to apply mathematics to everyday problems;

**3.D.5.d :** - selecting and creating a variety of resources, materials, and activities for counting and studying patterns and mathematical relationships;

**Elementary Education K-6: ED 418 -kindergarten center as artifact; ED 424 -unit lesson plans**

**Standard 3.A.**

**Subp. 3. Subject matter standards, elementary education. A teacher of children in kindergarten through grade 6 must:**

**3.A.1 :** - understand and apply the research base for and the best practices of kindergarten and elementary level education;

**3.A.2 :** - understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;

**3.A.5 :** - understand how to integrate curriculum across subject areas in developmentally appropriate ways;

**3.H.7.a :** - know how to reason mathematically, solve problems, and communicate mathematics effectively at different levels of formality;

**3.H.7.c :** - understand the relationship between mathematics and other fields; and

**3.H.7.d :** - understand and apply problem solving, reasoning, communication, and connections; and

**3.H.8.b :** - know how to integrate technological and nontechnological tools with mathematics.

**Middle Level Communication Arts 5-8:** endorsement to Elementary Education ED 411 unit plan

**3.A. A teacher of middle level students understands the nature of early adolescence and the needs of young adolescents. The teacher must understand and apply:**

**.A.1 :** - the research base for and best practices of middle level education;

**3.B. A teacher of middle level students understands the teaching of an academic subject area that integrates understanding of the academic content with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of middle level students in grades 5 through 8 must:**

**3.B.1 :** - develop curriculum goals and purposes based on the central concepts of the academic specialty and know how to apply instructional strategies and materials that are appropriate for middle level students

and are specific to the academic content area;

**Middle Level Math 5-8:** endorsement to Elementary Education ED 412 unit plan

**3.A. A teacher of middle level students understands the nature of early adolescence and the needs of young adolescents. The teacher must understand and apply:**

**3.A.1 :** - the research base for and best practices of middle level education;

**3.B.1 :** - develop curriculum goals and purposes based on the central concepts of the academic specialty and know how to apply instructional strategies and materials that are appropriate for middle level students

and are specific to the academic content area;

**Pre-Primary Ages 3-5:** endorsement to Elementary Education; use ED 330 Curriculum Unit

**3.A. A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including:**

**3.A.1 :** - the research base for and the best practices of early childhood education;

**3.C.4. how to plan and implement appropriate curriculum and instructional practices based on developmental knowledge of individual preprimary-aged children, the community, and the curriculum goals and content, including how to use:**

**3.C.4.a :** - developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop curiosity, solve problems, and make decisions;

**3.C.5.b :** - create experiences that enable preprimary-aged children to use play as an organizer between the acquisition and use of information;

**Middle Level Science 5-8:** endorsement to Elementary Education, same as Biology Education ED 413 unit plan

**Standard 3.E.**

**Subp.3.E. A teacher of science must have a broad-based knowledge of teaching science that integrates knowledge of science with knowledge of pedagogy, students, learning environments, and professional development. A teacher of science must understand:**

**3.E.1. curriculum and instruction in science as evidence by the ability to:**

**3.E.1.a :** - select, using local, state, and national science standards, appropriate science learning goals and content;

**3.E.1.b :** - plan a coordinated sequence of lessons and instructional strategies that support the development of students' understanding and nurture a community of science learners including appropriate inquiry into authentic questions generated from students' experiences; strategies for

eliciting students' alternative ideas; strategies to help students' understanding of scientific concepts and theories; and strategies to help students use their scientific knowledge to describe real-world objects, systems, or events;

**3.E.1.c** : - plan assessments to monitor and evaluate learning of science concepts and methods of scientific inquiry;

**3.E.5** : - how to develop curriculum goals and purposes based on the central concepts of science and how to apply instructional strategies and materials for achieving student understanding of the discipline;

**Middle Level Social Sciences 5-8:** endorsement to Elementary Education **ED 414 unit plan**

**3.A. A teacher of middle level students understands the nature of early adolescence and the needs of young adolescents. The teacher must understand and apply:**

**3.A.1** : - the research base for and best practices of middle level education;

**3.B. A teacher of middle level students understands the teaching of an academic subject area that integrates understanding of the academic content with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of middle level students in grades 5 through 8 must:**

**3.B.1** : - develop curriculum goals and purposes based on the central concepts of the academic specialty and know how to apply instructional strategies and materials that are appropriate for middle level students and are specific to the academic content area;

**K-8 Spanish:** endorsement to Elementary Education **ED 409 unit plan**

**Subp. 6. Teaching and learning.**

**6.B** : - understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;

**6.C** : - develop curriculum goals and purposes based on the central concepts of language and culture and know how to apply instructional strategies and materials for achieving student understanding of the language and culture;

**Mathematics 5-12:** artifact is teaching unit in **ED 406**

**3.I. A teacher of mathematics must demonstrate an understanding of the teaching of mathematics that integrates understanding of mathematics with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of mathematics to preadolescent and adolescent students shall:**

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

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

**Music, Instrumental and Vocal K-12:** planning/assessment of lessons as artifact (unit) in **MUS 393**

**3.A. All music teachers must have the ability to:**

**3.A.8** : - demonstrate a basic knowledge of approaches to general music instruction, materials, and literature for students of varying abilities;

**3.D. All teachers of music must demonstrate an understanding of the teaching of music that integrates understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of music shall:**

**3.D.2 :** - understand and apply the research base for and the best practices of kindergarten or primary, intermediate, and middle level and high school education;

**3.D.3 :** - develop curriculum goals and purposes based on the central concepts of vocal or instrumental music and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

**Physical Education K-12: unit in PE 401**

**3.C. A teacher of physical education must demonstrate an understanding of the teaching of physical education that integrates understanding of physical education with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of physical education to children, preadolescents, and adolescents must:**

**3.C.2 :** - understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;

**3.C.4 :** - develop curriculum goals and purposes based on the central concepts of physical education and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

**Reading K-12: lesson plans as artifact (ED 451/551 & portfolio)**

**3a.B. A teacher of reading must be able to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction:**

**3a.B.1 :** - organize and manage effective reading instruction appropriate across developmental levels, proficiency, and linguistic backgrounds;

**a.B.8 :** - demonstrate competency through a variety of clinical experiences with elementary, middle, and high school students.

**Social Studies 5-12: unit plan as artifact from ED 408**

**3.K. A teacher of social studies must demonstrate an understanding of the teaching of social studies that integrates understanding of the social studies disciplines with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of social studies to preadolescent and adolescent students shall:**

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

**3.K.3 :** - develop curriculum goals and purposes based on the central concepts of each social studies discipline and know how to apply instructional strategies and materials for achieving student understanding of these disciplines;

**TESL K-12: curriculum unit as artifact (TESL 4/535 & portfolio)**

**3.J. An English as a second language teacher must demonstrate an understanding of the teaching of English as a second language that integrates understanding of English as a second language with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of English as a second language in kindergarten through grade 12 must:**

**3.J.2** : - understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle level and high school education;

**3.J.3** : - develop curriculum goals and purposes based on the central concepts of English as a second language and know how to apply instructional strategies and materials for achieving student understanding;

**Early Childhood Special Education Birth-Age 8: ECSE 422 - ECSE Research Paper ECSE 442 - ECSE Programming Project**

**3.C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: early childhood understands how to use individual family services plans and individual education program plans to design and implement developmentally appropriate instruction for young children with developmental delays or disabilities or medical conditions. The teacher must understand how to:**

**3.C.2** : - select, implement, monitor, and adjust curricula and intervention strategies across developmental domains;

**3.C.3** : - provide, as well as teach families and other early childhood providers, developmentally and functionally appropriate individual and group activities within natural routines and across settings for infants, toddlers, and young children;

**3.C.6** : - design, implement, monitor, and adjust instruction and supports, including the use of assistive technologies, to accelerate the rate of learning in reaching age-appropriate benchmarks, attain child and family outcomes, and facilitate transition processes.

**SPED-ABS K-12: SPED 480/580 - Workshop/Portfolio Project & SPED 430/530 - Profiles of Five ABS Areas**

**3.A. Foundational knowledge. A teacher of special education: academic and behavioral strategist understands the foundations of special education services for students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance on which to base practice. The teacher must demonstrate knowledge of the:**

**3.A.2** : - laws, policies, and ethical principles regarding behavior management planning and implementation of positive behavior supports for students with challenging behavior;

**3.B. Referral, evaluation, planning, and programming. A teacher of special education: academic and behavioral strategist understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:**

**3.B.1** : - select, administer, and interpret academic, behavioral, functional, social, emotional, and communication screening tools;

**3.B.2** : - design, implement, evaluate, and adjust as needed, research-based interventions based on screening results, information from families, and performance data in the context of general education instruction and prereferral interventions;

**3.B.12** : - design and implement individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals.



**3.C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: academic and behavioral strategist understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:**

**3.C.1** : - utilize principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards;

**3.C.2** : - design, implement, modify, and adjust instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs;

**3.C.5** : - select and apply evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting;

**3.C.6** : - apply strategies to increase functional developmental skills, academic skills, reasoning, problem solving skills, study skills, organizational skills, coping skills, social skills, self-advocacy, self-assessment, self-awareness, self-management, self-control, self-reliance, self-esteem, test-taking skills, and other cognitive strategies to ensure individual success in one-to-one, small-group, and large-group settings, including preparation for transition;

**3.C.10** : - design, implement, monitor, and adjust instructional programs;

**3.C.12** : - design, implement, monitor, and adjust a range of evidence-based instructional strategies and practices and develop and adapt specialized materials that facilitate student engagement and the maintenance and generalization of skills;

**DAPE K-12:** unit plan in PE 220 as artifact

**3.C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: developmental adapted physical education understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with disabilities relating to physical and motor fitness.**

**The teacher must be able to:**

**3.C.1** : - design, implement, monitor, and adjust a variety of evidence-based instructional resources, strategies, and techniques, including scientifically based research interventions when available, to implement developmental adapted physical education services;

**3.C.7** : - monitor progress, adjust instruction, and evaluate the acquisition of skills related to developmental adapted physical education.

**Ag Education:** use unit plan from AgEd 401 as artifact

**3.L.** A teacher of agricultural education must demonstrate an understanding of the teaching of agriculture that integrates agriculture with pedagogy, students, learning, classroom management, and professional development to:

**3.L.2** : - understand and apply the research base and the best practices of middle level and high school education;

**3.L.3** : - develop curriculum goals and purposes based on the central concepts of agricultural education; and know how to apply instructional strategies and materials for achieving student understanding of agricultural education;

**Health Education:** - unit plan from **HLTH 492** as artifact

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;

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

As of August 1, 2023, the EAS exams will no longer be required for teacher licensure in Minnesota.

SMSU teacher candidates do well overall on the MTLE pedagogy and content tests. Scores for the pedagogy tests range in the 88-97% passage levels. Scores in the content tests have varied by content area. One area of need that was noted in our review was that of subtest 3 for the Elementary Content tests. This area consists of knowledge of science and social science content. Often this content is taken during the candidates' freshman and sophomore years as part of their Liberal Education Program (LEP). To help in this area, education faculty put together a suggested list of courses that Elementary Education candidates could take in their LEP to provide the background knowledge needed. They have also made a more concerted effort to include a review of the content in the teaching methods courses for these areas, to provide a more current review prior to when candidates would take these tests. During AY2023, the SMSU pass rate for this subtest was 88%; up from 81% from the previous year.

In January of 2023, PELSB worked with Pearson to determine revised cut scores for some of the MTLE tests. The revised scores align with a 95% pass rate for all teacher candidates. Candidates who completed testing prior to January 9, 2023 may use the revised scores to move from a Tier 2 to Tier 3 license. As of August 1, 2023, the MTLE exams will no longer be required for teacher licensure in Minnesota.

As of this past year, the School of Education has aligned the SEPs – Standards of Effective Practice with the university's Liberal Education Plan Student Learning Outcomes. As the NES Essential Academic Skills tests consider reading, writing, and math skills, the assessment of the SEPs and SLOs are related to this content as well. Please find this initial work as an appendix of this report. This work aligned with our preparation for the Board of Teaching Accreditation Site Visit, which occurred in November 2017. SMSU's Institutional Report on Teacher Education and additional accreditation information can be found on our website:

<https://www.smsu.edu/academics/schools/education/education-department-accreditation.html>

The edTPA takes place during the student teaching experience, where teacher candidates write lesson plans for a unit or learning segment, videotape themselves teaching the unit, and collect and analyze student work. Candidates are required to complete written commentaries in response to a number of prompts, and these materials are scored based on fifteen rubrics in the areas of Planning, Instruction, and Assessment. The edTPA is required for all initial licensure candidates and is not required for teachers seeking additional licensures. During the methods year, pre-student teaching candidates do a practice edTPA and submit their practice edTPAs to their university supervisors for review using the local evaluation. In preparation for the edTPA, content from the edTPA is included in the methods courses for all programs. All student teachers were required to submit their edTPA portfolios to Pearson for an external review by a Pearson-trained scorer. Scores are then reported back to the student, SMSU Education, and to PELSB. Should the candidate not pass the edTPA, he or she is remediated by faculty or the Director of Assessment, Accreditation, and Licensure in collaboration with the Director of Clinical Experiences in Education at an edTPA support session or individual meetings, and then the candidate resubmitted to Pearson. The implementation and integration of the edTPA content into the methods courses continued throughout the academic year and will be reviewed during the professional development day at the start of the term once all edTPA scores have been returned to SMSU. Scores from the edTPA for student teachers, along with the GPAs and MTLE scores, are part of the assessment program for all licensure programs. In AY2021, the edTPA requirement was waived by PELSB for all teacher candidates due to the pandemic. It was required in the fall of 2021 and then optional with the PELSB approved discretionary variance (waiver) in the spring of 2022. Candidates received reimbursement for their edTPA course fee. AY2023 is the first complete full year of edTPA scores since AY2019.

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

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

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

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

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

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

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

Assessment criteria:

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

GPA of majors

Exit survey – include the number of students going on to further degree programs

Students recognized for Academic Excellence by various outside groups (i.e., Academic All American; CoSida; National Wrestling Association; NSIC conference; ESPN award).

***Graduate Programs in Education and Special Education:*** The graduate programs in Education include a Master of Science in Education with several emphasis areas: Teaching, Learning, and Leadership, offered both on-campus and in off-campus Learning Community formats; K-12 Reading; K-12 Teachers of English as a Second Language (TESL); and Sports Leadership. Another graduate program offered is a Master of Science in Special Education, with emphasis areas in Autism Spectrum Disorder, Developmental Delays, Emotional Behavior Disabilities, and Learning Disabilities. The K-12 Reading, K-12 TESL, and K-12 Special Education programs can include licensure in these areas, and are accredited by the Professional Educator Licensing and Standards Board. We underwent our most recent review in November of 2017, and received full approval for all of our licensure programs until 2023 with the next unit site visit scheduled for November 15-17, 2023. The on-campus/online Teaching, Learning, and Leadership and Sports Leadership emphasis areas and the off-campus Teaching, Learning, and Leadership Learning Communities was reviewed by the Higher Learning Commission in 2016 and for the focus report in 2018.

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

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

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

**CHECK POINT TWO: Per Semester**

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

**CHECK POINT THREE: Completion of Graduate Program**

***Master of Science: Education***

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

***Master of Science: Special Education***

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

***Masters in PE: Coaching of Sport***

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

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

1. Alumni Survey

All graduate programs also include an action research project and a graduation portfolio requirement. Teaching, Learning, and Leadership, and Sports Leadership: These emphasis areas include a portfolio requirement for their candidates and a graduation portfolio review. The results are kept in a form in Livetext for easy access and review.

K-12 Reading, K-12 TESL, and K-12 SPED complete graduate and licensure portfolios that document their proficiency of meeting the Minnesota PELSB – Professional Educator Licensing and Standards Board standards in their area of licensure. Livetext is the portfolio platform and database.

## SECTION IV. Strategic Plan

The School of Education updated the strategic plan during the 2014-2015 academic year and annually moving forward since AY2015. In AY2022, the SoE adopted a five-year strategic plan thru AY2026 with annual reviews of the progression of the plan. The strategic plan is published on our [School of Education Assessment & Accreditation webpage](#) and contains the following goals and methods for achieving these goals.

**Strategic Priority #1: Affirm and support diversity, equity, and inclusion.** Increase campus diversity; ensure inclusive learning, social, working, and living environments; and eliminate equity gaps.

Goal 1: Eliminate gaps in student success and access to educational opportunities.

Goal 2: Integrate recommendations for strengthening diversity, equity, and inclusion into the strategic plan to ensure they receive priority and ongoing attention.

Goal 3: Improve the campus climate related to diversity and inclusion.

**Table 11. Strategic Plan – School of Education Objectives based on Strategic Priority 1**

	<b>SoE Objectives</b>	<b>SoE Strategies</b>
1.1	Infuse culturally responsive practices	1.1A - Participate in cultural competency / relevant practices training with partner schools 1.1B – Participate in SMSU and/or SoE book studies
1.2	Increase diversity of students	1.2A – Continue promotion and support of the Winston Gittens Diversity in Education scholarship in efforts to recruit diverse teacher candidates 1.2B – Expand English Language LAB offerings with support from SMSU Administration 1.2C – Seek grants to support diverse students

**Strategic Priority #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.

Goal 1: Foster inclusive, high-quality teaching and learning.

Goal 2: Grow and sustain quality on-campus and distance learning degrees/certificates and graduate education.

Goal 3: Increase student regional/national presentation and publication of research and creative works.

Goal 4: Encourage and support campus and inter-institutional scholarly and creative collaborations.

**Table 12. Strategic Plan – School of Education Objectives based on Strategic Priority 2**

	<b>SoE Objectives</b>	<b>SoE Strategies</b>
2.1	Develop and support researched-based programs that enhance learning, teaching, and leadership	1.1A - Infuse TeachingWorks PBTE – Practice-Based Teacher Education – and HLPs – High Leverage Practices – into the Teacher Education Program
2.2	Further develop master’s degree(s) /program(s)	2.2A – Create a Master of Education emphasis in Charter Administration Leadership 2.2B – Offer post-baccalaureate ECSE licensure with master’s degree option 2.2C – Offer post-baccalaureate ELED licensure
2.3	Continue concurrent enrollment offerings	<b>2.3A – Continue offering ED 101 and ED 251 to high schools</b> 2.3B – Develop and offer additional concurrent enrollment programming
2.4	Offer accredited programs	<b>2.4A – Maintain accreditation of programs with MN PELSB – Professional Educator Licensing and Standards Board – and BOSA – Board of School Administrators</b> 2.4B – Explore national accreditation with AAQEP – Association for Advancing Quality in Educator Preparation
2.5	Support faculty and staff professional development and dissemination of research	<b>2.5A – Encourage faculty and staff to continue learning and growing in the profession through conferences, research, and studies</b> 2.5B – Promote publications and presentations 2.5C – Encourage faculty and staff to belong to and participate in professional organizations

**Strategic Priority #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.

- Goal 1: Establish long-term partnerships with area, regional, and other employers to provide applied learning opportunities for SMSU students.
- Goal 2: Identify and promote opportunities for students and the campus community to engage in social, entertainment, and service activities in the city of Marshall and surrounding area. Include opportunities for fully online and non-traditional students
- Goal 3: Cultivate and build mutually beneficial relationships between potential donors and the University that reflect shared values and align financial support with educational priorities.

**Table 13. Strategic Plan – School of Education Objectives based on Strategic Priority 3**

	<b>SoE Objectives</b>	<b>SoE Strategies</b>
3.1	Enhance partnership with SWWC Service Cooperative	<b>3.1A - Continue to collaborate with SWWC Service Cooperative through program offerings, workshops, career fairs</b>
3.2	Enhance partnership with Marshall Public Schools as well as area school partners	<b>3.2A – Continue to collaborate with MPS and establish quarterly meetings</b> 3.2B – Host TEAC – Teacher Education Advisory Council annually or more 3.2C – Strengthen relationships and provide additional training and support for classroom mentors and university supervisors 3.2D – Maintain SWTPP – Southwest Teacher Preparation Partnership
3.3	Enhance partnerships across campus	<b>3.3A – Communicate with other departments associated with teacher licensure annually via the campus liaison meetings</b> 3.3B – Encourage faculty and staff to participate in committee work at the university level
3.4	Enhance state, regional, and national partnerships	<b>3.4A – Encourage faculty and staff to engage in state, regional, and national partnerships</b>



**Strategic Priority #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.

Goal 1: Provide an array of services to meet the diverse needs of students and strengthen the success of students of color, first generation students, and Pell-eligible students.

Goal 2: Identify, support, and strengthen campus opportunities designed to foster student engagement with a focus given to students of color, first generation, and Pell-eligible students.

Goal 3: Develop, support, and promote opportunities designed to develop student leadership.

**Table 14. Strategic Plan – School of Education Objectives based on Strategic Priority 4**

	<b>SoE Objectives</b>	<b>SoE Strategies</b>
4.1	Explore and expand global opportunities for teacher candidates	<p><b>4.1A – Continue to offer student teaching opportunities abroad in partnership with El Colegio El Camino in Los Cabos San Lucas, Mexico</b></p> <p>4.1B – Explore additional possibilities for student teaching abroad through partnerships such as with Ulster University in Northern Ireland, Sweden, and Thailand</p> <p>4.1C – Provide global connections and travel opportunities for students</p>
4.2	Support EMAE – Education Minnesota Aspiring Educators club	<p><b>4.2A – Communicate regularly with EMAE leadership</b></p> <p><b>4.2B - Advise EMAE in programming opportunities</b></p>
4.3	Provide advising and mentorship to students	<p><b>4.3A – Advise students formally and informally throughout the year</b></p> <p>4.3B – Provide mentorship opportunities for students</p>

**Strategic Priority #5: Ensure Effective Institutional Operations and Community Well-being.**

Create a highly supportive environment focused on the physical, intellectual, and emotional well-being of the University community.

Goal 1: Provide a welcoming, safe, and inclusive environment for students, staff, and faculty.

Goal 2: Provide an innovative and accessible technological environment that supports University community success.

Goal 3: Emphasize the creation of an environment that supports inclusive lifelong learning processes across the University community.

Goal 4: Promote student, faculty, and staff physical and psychological well-being and engagement.

Goal 5: Develop, implement, and routinely review mechanisms and controls that support broad-based administrative and financial management planning.

**Table 15. Strategic Plan – School of Education Objectives based on Strategic Priority 5**

	<b>SoE Objectives</b>	<b>SoE Strategies</b>
5.1	Focus on the School of Education Environment	<b>5.1A - Designate space for a model classroom, professional educator development, and graduate education</b>
5.2	Seek financial support and resources	<b>5.2A – Seek grant funding to support initiatives</b> 5.2B – Communicate SoE highlights and needs with SMSU Administration via positions requests, Mustang Ovarions, and other opportunities/avenues
5.3	Promote student, faculty, and staff physical and psychological well-being and engagement	<b>5.3A – Seek additional faculty and staff support and resources</b> 5.3B – Encourage faculty and staff engagement in campus and regional opportunities focusing on physical and psychological well-being

**Strategic Priority #6: Increase enrollment and improve retention.** Create and maintain academic and student affairs partnerships to increase and retain enrollment.

- Goal 1: Develop and strengthen joint ventures with two-year colleges to provide students with desirable degree-completion opportunities.
- Goal 2: Appropriate resources for maintaining and strengthening both graduate and undergraduate academic partnerships to enhance enrollment.
- Goal 3: Assess effectiveness of academic partnerships to improve enrollment management initiatives (such as recruitment, retention, persistence rate, graduation rate) for both graduate and undergraduate programs.
- Goal 4: Support and enhance current and new initiatives designed to increase student access, success, and retention

**Table 16. Strategic Plan – School of Education Objectives based on Strategic Priority 6**

	<b>SoE Objectives</b>	<b>SoE Strategies</b>
6.1	Promote the School of Education at both the undergraduate and graduate levels	<p><b>6.1A – Offer prospective student visits/tours with follow up communication</b></p> <p>6.1B – Participate in open houses, visit days, and other opportunities to represent SMSU SoE such as at conferences</p> <p>6.1C – Increase marketing efforts</p> <p>6.1D – Update and align webpages to highlight programs and seek assistance to support this ongoing work</p>
6.2	Provide supported programming	<p><b>6.2A – Seek adequate resources to support the work of the SoE</b></p> <p>6.2B – Reevaluate programming and how offerings may be altered to be more effective and efficient</p>
6.3	Support SoE faculty and staff	<p><b>6.3A – Seek conversion of fixed-term faculty appointments to probationary tenure-track positions</b></p> <p>6.3B – Consider succession planning for department leadership positions</p> <p>6.3C – Continue to seek support for assessment, accreditation, licensure, clinical experiences, and chairperson responsibilities</p> <p>6.3D – Maintain support for directors and coordinators</p> <p>6.3E – Annually review the SoE strategic plan and set priorities</p> <p>6.3F – Annually review the SoE policy handbook and update as needed</p> <p>6.3G – Annually review the SoE mentorship guidance and update as needed</p>
6.4	Enhance articulations and Transfer Pathways partnerships	<p><b>6.4A – Connect with 2-year partners annually to review programming and requirements including articulation agreements</b></p> <p>6.4B – Meet with prospective candidates from 2-year partners and provide advising</p>

**Southwest Minnesota State University  
School of Education  
Standards for Faculty Qualifications – Revised 2012; 2016; 2023**

**TABLE 17. Faculty Qualifications for the School of Education**

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

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

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

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

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

SMSU Requirements:

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

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

# APPENDICES

## Appendix A –

### [2017 Institutional Report on Teacher Education](#)

The 2023 Institutional Report, or self-study, on Teacher Preparation will be published on the SoE webpage for Assessment & Accreditation upon completion of the PELSB site visit in November of 2023.

## Appendix B

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

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

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

Data drives our programming. For teacher licensure, we triangulate MTLE test scores, edTPA scores, and portfolio scores as well as surveys to inform us on our programs. However, as of August 2023, MTLE tests are no longer required in Minnesota.

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

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

## School of Education Program Goals and Student Learning Outcomes

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### SMSU Teacher Education

#### Inclusive Communities of Practice Investigating Learning and Teaching

##### Description

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

**Table 18. Crosswalk of Liberal Education Program (LEP) Student Learning Outcomes (SLOs) with Education Program Courses and Mapped Standards of Effective Practice**

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

**KEY:** MnTC = Minnesota Transfer Curriculum: Goal 1 – Communication, Goal 2 – Critical Thinking, Goal 3 – Natural Sciences, Goal 4 – Mathematical/Logical Reasoning, Goal 5 – History and the Social and Behavioral Sciences, Goal 6 – The Humanities and Fine Arts, Goal 7 – Human Diversity, Goal 8 – Global Perspective, Goal 9 – Ethical and Civic Responsibility, Goal 10 – People and the Environment SEP = Standard of Effective Practice: 1 – Subject Matter, 2 – Student Learning, 3 – Diverse Learners, 4- Instructional Strategies, 5- Learning Environment, 6- Communication, 7- Planning Instruction, 8- Assessment, 9- Reflection & Professional Development, 10- Collaboration, Ethics, & Relationships

\*Each course incorporates K- knowledge & A - assessment of the SEPs identified. | I – Introducing D – Developing R – Reinforced

**Table 19. Education Course Assessments addressing LEP SLOs**

<b>Courses in the Major</b>	<b>LEP SLOs addressed by course</b>	<b>Assessment Methods</b>	<b>Timeline</b>	<b>Person Responsible for Collecting Evidence</b>	<b>Process for Analyzing Evidence</b>	<b>Documentation of Continuous Improvement</b>
<b>ED 101 Introduction to Education &amp; LAB</b>	2-10	Philosophy of Education – rubric in Livetext	Currently available	Course instructors; Director of Clinical Experiences in Education	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Changes made to SMSU Lesson Plan Template, updates to ED 101 Lab handbook
<b>ED 102 Technology: Classroom Applications &amp; Portfolio</b>	2-10	Professional Development project; presentation	Was documented in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Updates to project requirements. ED 102 was removed from Key Checkpoint system when PERCA was adopted Jan. 2016.
<b>ED 251 /PSYC341 Introduction to Child Growth and Development</b>	2, 4, 6, 8, 10	Child development project	Was documented in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Updates to project requirements.
<b>SPED 290 Introduction To Special Needs &amp; LAB</b>	3, 5, 6, 7, 8, 10	Philosophy of Special Education, presentation	Was documented in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Updates to project requirements
<b>ED 312/ SOCI 331 Human Relations</b>	3, 4, 6, 8, 10	Text analysis for bias; Native American Project	Currently available	Course instructors; Director of Clinical Experience in Education	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Updates made to project requirements

<b>ED 301 The Teaching &amp; Learning Process &amp; LAB</b>	2-10	Classroom management plan	Currently available	Course instructors; Director of Clinical Experience in Education	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Addition of assessment of student learning, edTPA features
<b>ED 423 Classroom Management Theories and Practices &amp; LAB</b>	2-10	Classroom management plan	Currently available	Course instructors; Director of Clinical Experience in Education	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Addition of edTPA features
<b>ED 443/444/458 Action Research</b>	2, 4, 6, 8, 9, 10	Action Research project	Currently available	Course instructors; Director of Clinical Experience in Education; Director of Assessment, Accreditation, & Licensure	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Addition of edTPA features
<b>ED 304/459/L Pre-Student Teaching Experience Practicum</b>	2-10	Evaluations using rubric completed by university supervisor and classroom mentor teacher	Currently available	Course instructors; Director of Clinical Experience in Education	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Addition of practice edTPA
<b>Student Teaching</b>  <b>*Capstone course for licensure courses</b>	2-10	Evaluations using rubric completed by university supervisor and classroom mentor teacher; edTPA scores	Currently available	Course instructors; Director of Clinical Experience in Education; Director of Assessment, Accreditation, & Licensure	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Updates to SMSU Lesson Plan to support the edTPA; requirement that candidates who do not meet state passing score remediate and resubmit prior to moving forward for licensure.

**Table 20. Essential Academic Skills & Minnesota Teaching Licensure Exams Results.**

<b>16-17 Subtests</b>	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	145	123	22	85%	85%	15%	539.5	541.7
EAS Reading (08/16-Present)	150	138	12	92%	92%	8%	544.7	552.2
EAS Writing (08/16-Present)	144	110	34	76%	76%	24%	529.6	533.1
<b>17-18 Subtests (NOTE: does not include those who passed with ACT scores)</b>	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	112	75	37	67%	67%	33%	530.8	540.8
EAS Reading (08/16-Present)	113	96	17	85%	85%	15%	543.6	550.8
EAS Writing (08/16-Present)	125	88	37	70%	70%	30%	525.4	530.7
<b>18-19 Subtests (NOTE: does not include those who passed with ACT scores)</b>	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	122	76	46	62%	62%	38%	523.4	536.9
EAS Reading (08/16-Present)	101	81	20	80%	80%	20%	540	548.8
EAS Writing (08/16-Present)	121	70	51	58%	58%	42%	517.1	528.7
<b>19-20 Subtests (NOTE: does not include those who passed with ACT scores)</b>	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	62	39	23	63	63%	37	527.2	538.3
EAS Reading (08/16-Present)	58	49	9	84	84%	16	547.3	547.2
EAS Writing (08/16-Present)	65	39	26	60	60%	40	524.4	527.4
<b>20-21 Subtests (NOTE: does not include those who passed with ACT scores)</b>	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	64	53	11	83	83	17	536	
EAS Reading (08/16-Present)	63	56	7	89	89	11	546	
EAS Writing (08/16-Present)	64	51	13	80	80	20	528	
<b>21-22 Subtests (NOTE: does not include those who passed with ACT scores)</b>	# Takers	# Pass	# Not Pass	% Pass	Pass rate	% Not Pass	Mean Total Scaled Score-Inst.	Mean Total Scaled Score-State
EAS Mathematics (08/16-Present)	9	N<10	N<10	N<10	N<10	N<10	N<10	538.7
EAS Reading (08/16-Present)	6	N<10	N<10	N<10	N<10	N<10	N<10	549.9
EAS Writing (08/16-Present)	13	8	5	62.5	62.5	37.5	527.1	530.7

Regarding Table 20, please note the NES EAS scores are only required to move from tier 3 to tier 4 licensure. We no longer require the NES EAS exams to be taken for admission to the TPP – so scores will not be reported moving forward.

The edTPA scores reported for AY2023 in Table 18. Please note the edTPA was waived by PELSB for AY2021 due to COVID-19. Given that, we do not have any edTPA results. In the fall of 2021, the edTPA was required, but there were experiences of disruption in education due to COVID-19; the edTPA was option in the spring of 2022 with a PELSB approved discretionary variance/waiver. AY2023 is the first complete full year of edTPA scores since AY2019.

**Table 21. edTPA Reporting as of September 2023.**

edTPA Handbook	Cumulative Score Mean	Task 1 Passing = 13 Mean Score	Task 2 Passing = 13 Mean Score	Task 3 Passing = 12 Mean Score	Scores of Distinction
AG	N<10	N<10	N<10	N<10	0
ECE	39	13.9	13.2	12.0	0
Elem. Literacy	42.4	14.5	14.6	13.4	2
Elem. Math	39.4	12.9	14.3	12.2	0
ESL	N<10	N<10	N<10	N<10	1
Health	N<10	N<10	N<10	N<10	0
Sec ELA	N<10	N<10	N<10	N<10	0
Sec History	N<10	N<10	N<10	N<10	0
SPED	39.6	13.5	14	12.1	1
Performing Arts	N<10	N<10	N<10	N<10	1
PE	N<10	N<10	N<10	N<10	0
Visual Arts	N<10	N<10	N<10	N<10	0