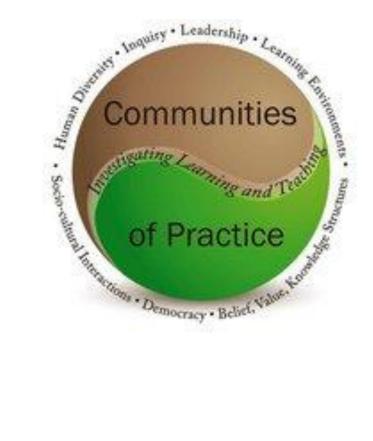# Southwest Minnesota State University

School of Education

Institutional Report on Teacher Education

2017

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Institutional Profile

Established by the Minnesota legislature in 1963, Southwest Minnesota State College enrolled its charter class in 1967. In the intervening 50 years, the university has undergone several name changes, beginning with a change from the original name to Southwest State College in 1975, then to Southwest State University, finally to Southwest Minnesota State University in 2003. SMSU is one of 7 state universities and 32 colleges governed by the Board of Trustees of the Minnesota State Colleges and Universities (MinnState). Reflecting its current name, the university will be referred to as Southwest Minnesota State University (SMSU) in the remainder of this document, regardless of time period referred to. SMSU is accredited by the Higher Learning Commission (HLC), most recently in 2014.

SMSU is located in Lyon County in southwestern Minnesota in Marshall, a city of approximately 13,680 people. Marshall is a regional hub and population center with approximately 200,000 people in the surrounding area. The MN legislature founded SMSU with a primary service area of the surrounding 19-county region in southwest Minnesota. Farming and agriculture-related industries are economic factors in the community, along with the Schwan Food Company, U. S. Bank, and SMSU as primary employers. The Regional Event Center and various sports-related venues such as the Recreational/Athletic Facility are located in Marshall on or near the SMSU campus.

The K-12 public school system includes Park Side Elementary, West Side Elementary, Marshall Middle School, Marshall High School, and Marshall Area Technical and Educational Center, an alternative high school. There are also several private, parochial, and charter schools in the area. Early childhood programs include Early Childhood Family Education and Head Start in cooperation with Western Community Action; there are also preschools and childcare centers, including a childcare center on the SMSU campus. The Marshall Public School is receiving funding from the state for 4-year olds, expanding their early childhood offerings in AY17-18.

SMSU offers undergraduate and graduate degree programs, including distance-learning degrees designed for students who cannot travel to the campus. Undergraduate degrees include the Associate in Science, Bachelor of Science, Bachelor of Applied Science, and Bachelor of Arts. Graduate degrees include the Master of Business Administration, Master of Science in Special Education, Master of Science in Education, and Master of Science in Physical Education: Coaching of Sport. Distance learning two-plus-two programs delivered through articulation agreements with community and technical colleges are offered for completion of the Bachelor of Science and Bachelor of Applied Science in Management as well as the Bachelor of Science in Early Childhood Education.

Several types of information about SMSU may be accessed via the Web site: www.smsu.edu. SMSU also publishes a 2017-2018 FACT BOOK and currently has multiple online reports available on the Data Management Web page. The 2017-2018 FACT BOOK will be made available soon on the SMSU website, and a hardcopy publication will be made available at our accreditation site visit later this fall. The FACT BOOK is especially exciting this year as we are in our 50th Year Celebration, honoring our past, our present, and our future as an institution.

The FACT book includes demographic information about SMSU administration, faculty, and staff. Information includes aggregated data for gender, age, rank distribution (for faculty), and salary for each employee group. The faculty self-identify for ethnicity and culture. We pride ourselves on celebrating diversity and striving to continue to grow in this area.

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

The U.S. News and World Report has named Southwest Minnesota State University the number one college in the Regional Universities Midwest Tier 2 small, public institutions category on nine occasions. Criteria for rankings include peer assessment, average freshman retention rate, average graduation rate, percent of classes under 20 students, percent of classes of 50 students or more, student-faculty ratio, percent of full-time faculty, acceptance rates, and average annual giving rates. SMSU has been identified for its affordability on a number of occasions, and has been noted as providing a private school atmosphere at a public institution price.

Mission of the University

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

Vision
Southwest Minnesota State University is a university of choice.

SMSU upholds core values of transformational learning centered on excellence, civic and community engagement, diversity and global awareness, and environmental issues of sustainability and stewardship:

Excellence and Innovation

SMSU faculty and staff create and support a high-quality student-centered learning environment that

- prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities
- provides students with the skills and knowledge to be lifelong learners

Civic and Community Engagement

SMSU faculty and staff are engaged in and support activities that

- promote civic engagement opportunities that enhance SMSU's reputation as a locally, regionally, and globally-engaged institution
- build mutually beneficial partnerships across our region and state
- provide rich opportunities for learning that go beyond the traditional classroom and lab settings

Diversity and Global Awareness

SMSU faculty and staff contribute to creating an environment that celebrates the diverse and inclusive nature of the SMSU campus community as they

- foster cultural understanding and interactions and a welcoming and accessible campus environment for all groups
- provide a supportive environment for intellectual expression and civil communication by all groups

Environment, Stewardship, and Sustainability

SMSU faculty and staff are committed to being responsible stewards of our environmental and fiscal resources who

- facilitate a safe, accessible campus
- foster actions, programs, and scholarship that will lead to a sustainable future

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

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

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Teacher Education Profile

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The competency/performance-based teacher education program at SMSU is based upon state and national standards. It moves its candidates from research and theory on best practices in education into classroom practice to support the development of highly qualified teachers with a focus on student learning. To understand the current model, *Communities of Practice Investigating Learning and Teaching*, it is important to know some of the over 45 years of history of continuous development in teacher education at SMSU.

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

The Individualized Learning Building included the Learning Center, which was the hub of learning for teacher education on the campus. The original program was designed with modules and competency packages (ComPacs or learning guides) that allowed each candidate to proceed at an

individual pace. Group seminars provided learning opportunities on specific topics. The program model included five steps:

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

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

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

Regular experiences in public schools from initial observations to student teaching were, and remain, valued. One of these experiences, the clinical field experience, required the candidates to team plan and teach a thematic unit with learners for two days in an area school. This practice continues today. Originally, five districts were designated Center Schools (Canby, Granite Falls, Marshall, Montevideo, and Pipestone); they served much like the Professional Development School model. A coordinator, jointly hired by each district and Southwest Minnesota State University, provided support to classroom supervisors and preservice teachers in that district. In 1986, there were eight cooperating schools with contracts to supervise student teachers: Canby, Fulda, Granite Falls, Marshall, Montevideo, Pipestone, Redwood Falls, and Tracy. Other rural southwest Minnesota schools were available for early field experiences. Today, Southwest Minnesota State University has contracts with 125 schools for the supervision of student teachers.

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

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

In 1991, a new licensure program in Early Childhood Education (ECE) began and had its first program completers in 1993. The B.S. in Early Childhood Education shared the same conceptual framework as other programs and included additional practicum and internship outcomes specific to early childhood (*1996 Institutional Report*, p. 5).

During this time, a required interview for Teacher Education Program candidates was added to the process of admission. The admission process had previously been a review of the written application materials. A point system was added to determine qualified candidates. Monitoring candidate progress throughout the program was done by the Education Department faculty through regular staffing related to performance in course content, language competency, and field experiences. Candidates' dispositions (habits of mind and heart) were identified and assessed using the Teacher Education Readiness Inventory, with indicators similar to those published by Selection Research, Inc., of Lincoln, NE. Technology also received emphasis through specific courses and seminars. Elementary education seniors graduating in 1991 were the first to be required to participate in the Portfolio Project, funded by the Minnesota Board of Teaching. Each education course syllabus indicated one assignment to be completed for the portfolio, and dispositions were emphasized through this portfolio development. An elective course, ED 303 Professional Development, was designed to expand upon and support the process. At that time, candidates in the Secondary/K-12 licensure programs were invited, but not required, to participate in the Portfolio Project.

A new Master of Science in Education nonlicensure program enrolled its first students in 1995 with nineteen candidates in the first cohort group. Each candidate selected a specialization in Early Childhood, Education Leadership, Elementary, Health, Mathematics, Music, Physical Education, Science, or Social Studies. A specialization in Language Arts and Literature was added later. The program evolved to an off-campus Learning Community format in collaboration with the Minnesota High Success Consortium, Inc., a nonprofit organization. In 1998, Southwest Minnesota State University assumed full responsibility for the program. The program grew dramatically and the SMSU Administration separated the off-campus graduate, nonlicensure program from the Education Department, creating the Educator Development and Leadership Department in the spring of 1999. A smaller on-campus Master of Science Learning Community nonlicensure program remained in the Education Department.

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

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

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

candidates, as well as inquiry and data-driven teaching and learning practices.

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

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

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

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

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

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

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

The 2 + 2 ECE program began with a grant from the Bremer Foundation in 2005. The program is based on articulation agreements from AA, AAS, and AS degrees in community and technical colleges across the state. These articulation agreements allow students to complete a four-year Bachelor of Science degree for licensure in Early Childhood Education at Southwest Minnesota State

University through a distance learning program. This program was first offered in 2006 and has grown as programs such as Head Start have started to require formal training for their teachers.

The 2009-2010 academic year brought a host of new changes to Southwest Minnesota State University, the Education Department, and the Teacher Education Program. First, SMSU worked throughout the year to develop a new Liberal Arts Core to be implemented in the 2010-2011 academic year. The faculty of SMSU worked together to design a liberal arts curriculum that would assist learners in meeting the Minnesota Transfer Curriculum via ten learning outcomes. More information on the LAC revision process, the student learning outcomes, and the proposed curricular items can be found at http://www.smsu.edu/Academics/LiberalArtsCore/index.htm.

The second change was the Minnesota State College and University system mandate to have all majors meet a 120-credit maximum threshold. This change was also implemented during the 2010-2011 academic year. With the exception of K-12 Music Education, which filed for an exemption throughout the Minnesota State System, all other licensure programs are required to be completed in no more than 120 credits, not counting additional endorsements or minors.

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

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

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

At the undergraduate level, the Early Childhood Special Education degree for children with special needs from birth to age 6 was offered for the first time in the fall of 2014. It continues to grow, and the first ECSE teacher candidates successfully completed student teaching during the AY16-17. This is considered an area of high demand as identified by the Minnesota Department of Education, so we are providing support for our constituents.

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

The final changes for the Teacher Education Program at SMSU came in the form of a change in faces. Associate Provost, Dr. Mary Hickerson, retired in June of 2010, and was replaced by a new Associate Dean, Dr. Vernon Harlan. Our Dean of Business, Education, and Professional Studies, Dr. Donna Burgraff, left in June of 2010 and was replaced by Dr. Daniel Campagna in July of 2010. Dr. Campagna was replaced by SMSU faculty member, Dr. Raphael Onyeaghala, in July 2011, who continues in this role today. Senior faculty member, Dr. JoAnne Glasgow, retired in August of 2010, and was replaced by Dr. Sonya Vierstraete.

Dr. Mary Risacher was hired full-time as a fixed-term faculty member in AY14, and Dr. Kimberly Coy was hired as a tenure-track SPED faculty member in AY16 with the retirement of Dr. Verna Cornish. Later, LeAnne Syring was hired full-time as a tenure-track SPED faculty member in AY17 when Dr. Kimberly Coy moved to an institution on the west coast. Most recently, Dr. Chris J. Anderson was hired as a full-time SPED faculty member in AY17 with grant funding.

We have had several turnovers in the director for Placement and Licensure, with this position held for the second year in 2010-2011 by Interim Director Sheryl Kaiser. Since that time, the position was held on an interim basis by Dr. Rhonda Bonnstetter from June to September 2013; by Nicole Lydick from October 2013 – July 2014; on an interim basis again by Dr. Rhonda Bonnstetter from July to October 2014; and since that time by Dr. Amy Christensen.

Both of our long-time support staff members also retired in the summer of 2010. Joyce Persoon, administrative assistant for the Education Department, was replaced by Carol Bossuyt. Dianne Eis, administrative assistant for the Placement and Licensure office, was replaced by Marcia Hubner. Carol Bossuyt was promoted to a position in the Business Office in February 2016, and Jennifer Swanson moved to the role of administrative assistant for the School of Education. The administrative assistant for the Placement and Licensure office has also seen several turnovers in the past few years, and is now held by Stephanie Fladhammer. This plethora of personnel changes has left a void in our historical knowledge at both the institutional and program levels.

In July 2014, Dr. Sonya Vierstraete became the Chairperson for the School of Education. Dr. Rhonda Bonnstetter maintained the Assessment & Accreditation Director position while continuing to teach full-time with 3 credits release time. During this time, Dr. Sonya Vierstraete served as the Director of Assessment &Accreditation while Dr. Bonnstetter was on sabbatical during AY2016. Dr. Amy Christensen served in the role of edTPA and Livetext Coordinator during AY16 and AY17. In August 2017, Dr. Matt Loyd was hired as a full-time Director of Assessment & Accreditation, which includes the role of edTPA and Livetext coordinator.

As of the fall of 2017, the licensure programs in SMSU's Teacher Education Program include the following:

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 Communication Arts/Literature emphasis
Grades 5-12 Communication Arts/Speech emphasis
Grades 5-12 Mathematics
Grades 5-12 Social Sciences
Grades 9-12 Biology
Grades 9-12 Chemistry
K-12 Music: Instrumental Emphasis
K-12 Music: Vocal Emphasis
K-12 Physical Education
K-12 Visual Arts

K-12 Special Education: Academic Behavioral Strategist (SPED-ABS)
K-12 Teaching English as a Second Language

Offered as additional licensure to previously licensed Special Education teachers:
Special Education: Developmental Disabilities
Special Education: Emotional/Behavioral Disorders
Special Education: Learning Disabilities
Special Education: Autism Spectrum Disorders

Offered as additional moderate to severe licensure for those with SPED-ABS licensure:
Developmental Disabilities
Emotional/Behavioral Disorders
Learning Disabilities
Autism Spectrum Disorders

Developmentally Adapted Physical Education (DAPE)

K-12 Reading (Undergraduate and Graduate licensure)

Direction for the development of teacher education at SMSU is guided by the conceptual framework *Communities of Practice Investigating Learning and Teaching*, state and national standards, the mission and vision of teacher education, wisdom of practice, and a focus on learning by all. This provides the assurance of high-quality teaching and learning for all who are involved in the teacher education program.

The Para-to-Sped program was developed over the past three years by request and in collaboration with SouthWest/WestCentral Service Cooperative, and with legislative funding, an additional faculty

member has joined the School of Education to coordinate and teach in this program, Dr. Chris J. Anderson. This program has been designed with paraprofessionals in mind who are working full-time in the field of special education, and have experience working with this specific population of learners. The student teaching requirement includes a year-long placement with a licensed classroom mentor to guide them while they are continuing to work in their own position. The Para-to-SPED candidates complete the same coursework and field experiences as the ABS teacher candidates.

There were 84 student teachers during the 2016-2017 academic year. In the Fall of 2017, there were 50 student teachers. Areas of focus included: *Early Childhood Education and/or Elementary Education – 27, TESL (Teachers of English as a Second Language) – 1, K-12 PE – 1, Social Sciences – 2, Math – 1, Early Childhood Special Education – 4, and Early Childhood (Extended Learning) – 14. In the Spring of 2017, there were 34 student teachers. Areas of focus included: Early Childhood Education and/or Elementary Education – 17, TESL (Teachers of English as a Second Language) – 1, K-12 PE – 3, K-12 Spanish – 1, Communication Arts – 1, K-12 SPED ABS (Academic Behavioral Specialist) – 1, Early Childhood (Extended Learning) – 8. *A considerable number of candidates choose to double major in ECE/ELED with student teaching overlapping grade levels - thus the rationale for combining the numbers.

The licensure areas include:
Early Childhood Education (ECE) provides licensure for students ages birth – grade 3. ECE is offered in two formats: on campus and through the 2 + 2 distance learning program via articulation agreements with community/technical colleges in the Minnesota State system. Additionally, Early Childhood Special Education provides licensure for teacher candidates to teach learners birth to age 6 with special needs.

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

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

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

Through the Board of School Administrators, SMSU offers a **K-12 Education Administration** program, and has had 11 administrators earn principal licensure since the program inception in the fall of 2015.

The TEP licensure programs must demonstrate the ten Standards of Effective Practice:

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

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

Graduate Education Programs: The Graduate Education program offers master's degrees in both the traditional on-campus format and in the off-campus Learning Community format. Master's degrees in Education are offered with several different emphases areas: Teaching, Learning, and Leadership (offered on-campus and in Learning Communities); English (online format); Mathematics (online format); Sports Leadership; Reading (offered for additional licensure K-12 and/or as a master's degree); Special Education (SPED offered for additional licensure K-12 and/or as a master's degree), and Teachers of English as a Second Language (TESL), both for additional licensure K-12 and/or as a master's degree.

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

More information about the major accomplishments of the Education Department and the Teacher Education Programs can be found in the annual progress reports from the past several years. The Annual Reports for 2015-2016 is available online on the Academic Deans' website.

Mission and Vision of SMSU's Teacher Education Program
The mission of the Teacher Education Program aligns with the mission of the Minnesota State System and Southwest Minnesota State University. The mission and vision for the Professional Education Unit were adopted by the School of Education during the fall semester of 2001. They were revisited and updated several times, with the latest revisions approved in 2016.

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

The Vision
Communities of practice investigating learning and teaching.

Unit Evaluation Rules

The Institutional Report on Teacher Education is based on the Minnesota Board of Teaching Unit Evaluation Rules: 8705.1000.

Subp. 2. Professional, Pedagogical, and content studies. The unit must provide professional,

pedagogical, and content studies that include the following:

Conceptual Framework

> **Sub.2.A.** the unit provides professional education programs with a clear and consistent conceptual framework threaded throughout the instructional program based on research, theory, and accepted practice

The School of Education Teacher Education Program has established a Conceptual Framework based on recent and historical research. The Conceptual Framework serves as a foundation and guide for teacher education programing. The following is the adopted and revised Conceptual Framework based on supporting references.

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

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

> Community members are continually involved with collaborative projects, resulting in practices that reflect these efforts and social relationships. Practice involves experiencing global communities constructing meaning out of participation. Wenger defines "practice" as a "way of talking about the shared historical and social resources, frameworks, and perspectives that sustain mutual engagement in action" (1998, p.5). Learners and teachers reflect upon their practices, make decisions as they implement instruction, and interact with peers. As professionals reflect throughout their practice, theories are examined to inform practice. Members of Communities of Practice experience successes and failures, chaos and order, harmony and conflict (Senge, et al., 2000; Wheatley, 2001; Oakes, Lipton, Anderson, & Stillman, 2016). Engagement is a process driven by values and active learning, which guides instruction. Practice and community unite when people are engaged in actions and relationships.

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

Constructivism, a theory about knowledge and learning, emerges as a foundation for understanding

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

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

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

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

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

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

Artifacts:
Conceptual Framework with Supporting References
Evidence of theory linked to coursework (evidenced in syllabi)
Evidence from curriculum committee

Communities of Practice

Investigating Learning and Teaching

Human Diversity • Inquiry • Leadership • Learning Environments • Knowledge Structures • Belief, Value, • Democracy • Socio-cultural Interactions •

Professional and Pedagogical Studies

> **2.B.** the unit provides and assures that candidates complete a professional sequence of courses based on the standards for both pedagogy and subject matter under parts 8710.2000 to 8710.8080

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

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

Artifacts:
PERCAs for SEP and Content: course sequences and matrices
Advising guides/4 year plans/handbooks/catalog
Process for verifying program completion prior to recommendation – Degree check sample
DARs system – samples from various licensure programs

General and Content Studies

> **2.C.** the unit provides and requires candidates in teacher preparation programs to have completed a program of general studies in the liberal arts and sciences equivalent to the requirement for persons enrolled in programs at their institution not preparing persons for teacher licensure

All students at Southwest Minnesota State University are required to complete the Liberal Education Program (LEP) in order to obtain their bachelor's degrees. The LEP consists of ten goal areas, which are part of the Minnesota Transfer Curriculum, and consists of 42 credits.

Artifacts:
Liberal Education Program Outcomes:
https://www.smsu.edu/resources/webspaces/administration/strategicplanning/strategic_planning_header/OutcomesoftheSMSULiberalEducationProgramwithsuboutcomes%202.pdf
Advising guides
College catalog of requirements/liberal arts requirements
http://www.smsu.edu/catalog/index.html?catalogYear=76&categoryId=765
Student Handbook for licensure programs

http://www.smsu.edu/academics/departments/education/student-teaching.html
Data management system that logs such data - samples of student DARs

Content-Specific Competence

2.D. the unit provides programs that require candidates in teacher preparation programs to demonstrate content-specific competence of the licensure field

The Teacher Education Program (TEP) requires students to submit their NES Essential Academic Skills (EAS) scores in the areas of reading, writing, and math as a requirement of the TEP application. The pass scores set for Minnesota for each respective exam is 520. An alternative to passing the NES Essential Academic Skills tests is passing scores on the ACT, including the ACT-Writing, as approved by the Board of Teaching. Candidates using this or other Board-approved methods are required to provide the appropriate documentation as a requirement for admission to the Teacher Education Program.

A student may be conditionally admitted to the TEP if the score of 500-519 is obtained. If a student does not score 500 or higher, he or she must retake the NES EAS to obtain a score of 500 or higher for conditional admission or 520 for full admission consideration to the TEP. Students who meet requirements for conditional admission to the Teacher Education Program must complete a Remediation Plan documenting the actions the student will take to assist them in passing the EAS tests.

Knowledge of subject matter is assessed by GPA, grades in specific content courses, and with key assessments included in the checkpoint system for each licensure area in SMSU's Teacher Education Programs. Some programs, such as Teaching English as a Second Language, Special Education: Academic Behavioral Strategist, and K-12 Reading, require candidate portfolios documenting attainment of content standards. Criteria for admission to SMSU's Teacher Education Program and student teaching requires a 2.8 GPA as well as advisor recommendations.

Transcripts are reviewed prior to student teaching as part of the application process by the candidate's advisor and the Director of Placement & Licensure, along with classroom mentor evaluations of the candidate's field experience placements. All candidates for initial licensure are required to complete a pre-student teaching field experience consisting of 10 days of full time teaching with a classroom mentor teacher and a university supervisor evaluation. Should concerns arise regarding the candidate's performance in the areas of content, pedagogy, or dispositions, the Ed Leadership team consisting of the Director of Placement & Licensure, the Chairperson, and the candidate's advisor(s) meet with the candidate to develop a growth plan to support the candidate's future success.

During Student Teaching, candidates are assessed for proficiency in the content and pedagogy standards by the classroom mentor teacher and the university supervisor. The Student Teaching Handbook references this policy and procedure.

All teacher candidates are required to complete an online teaching portfolio via Livetext to demonstrate proficiency of program outcomes (content and pedagogy standards) for reflecting on development as a teacher candidate. The Teacher Education Program Portfolio is developed in the

foundation education courses and implemented throughout the TEP with the culminating experience, student teaching, and is then shared with the faculty advisor as part of the exit interview for graduating teacher candidates.

Artifacts:
Teacher Education Program Application – Entrance/Exit Criteria from Handbook/Catalog: http://www.smsu.edu/academics/departments/education/teacher-education-program.html
Student Teaching Application in Livetext
Sample Growth Plan for Student Teaching
Data from key content assessments reported in PERCA – Livetext reports
Data from faculty and cooperating teacher assessments Livetext reports
Student Teaching Handbook http://www.smsu.edu/academics/departments/education/student-teaching.html

Professional Dispositions

2.E. the unit sets forth clear expectations specific to locally determined indicators of professional dispositions and has a process for assessing those expectations

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

Artifacts:
Assessments related to disposition – Growth Plans & SMSU Disposition Forms
Teacher Education Program Application Materials - dispositions
Evidence of how candidates that do not meet expectations are counseled: sample growth plans, students counseled out of the TEP

Implementation of State/National Academic Standards

2.F. the unit's programs instruct candidates to use Minnesota kindergarten through grade 12 student academic standards, or if unavailable, national discipline-specific standards for lesson planning and teaching

The MN K-12 standards are incorporated throughout the education courses, including both content and methods courses. The SMSU lesson plan template, which is first introduced in ED 101 Introduction to Education and Lab and is implemented throughout education courses, focuses on the academic standards as a key element of the lesson.

Artifacts:
Evidence of Academic Standards being taught and required – lesson plan template, samples of

methods courses syllabi
Assignments that demonstrate use of MN Academic Standards in lesson planning; key assessments for content standards are units in methods classes; sample student work; reports from Livetext

Utilizing Performance Data to Make Instructional Decisions

2.G. the unit requires that teacher candidates demonstrate the ability to use prekindergarten through grade 12 student performance data to make instructional decisions

Teacher candidates make instructional decisions based on student performance data throughout their methods coursework and field placement experiences. During the prestudent teaching experience, teacher candidates analyze student data and make recommendations to improve student learning for the whole group as well as individual students. During the student teaching experience, teacher candidates implement the edTPA, which allows them an opportunity to plan, instruct, and assess their learners. As part of the assessment process, teacher candidates consider learners' strengths and weaknesses noting any misconceptions, and then consider implications for teaching and learning. Teacher candidates make recommendations for future teaching and learning based on student performance data and supporting research. They offer specific feedback for learners based on student learning and assessment. As reflective practitioners, teacher candidates then move through the reflection process and consider their own teaching and how changes can be made to improve the teaching and learning process, noting their reflective feedback and potential changes to instruction. The SMSU lesson plan template was updated in the summer of 2017 to include a post-teaching reflection section whereby teacher candidates reflect on the lesson and what can be changed and improved for the next lesson for both the teacher and learners.

Artifacts:
Evidence: Syllabi and schedule samples from ED 453 for ELED, ED 301 for K-12/Secondary, ED 361 & ED 302 for ECE, ELED, SPED, TESL
Student Teaching Evaluation Rubric – or assignment rubric
Key Assessments - content units – report in Livetext

Collaboration with Stakeholders

2.H. the unit's programs were developed in collaboration with academically qualified faculty, along with licensed, experienced school personnel in the content area, and other stakeholders

The Teacher Education programs were developed by faculty members with licensed experience in E-12 schools in collaboration with practitioners in the field. Faculty have a minimum of three years of classroom experience and have licenses or are licensable in the programs that they teach in. Teacher Education Advisory Council – TEAC provides feedback on programs being developed and reviewed annually.

Artifacts:
Advisory body membership and minutes
Program Development form in EPPAS for each licensure program

Candidate Preparation

> **2.I.** the unit's programs require candidates to complete coursework in methods of teaching the content and scope for which they are preparing to be licensed.

Teacher candidates complete coursework in methods of teaching the content and scope for which they are preparing to be licensed. Methods coursework aims to reach the various age and grade levels preparing candidates at the early childhood, elementary, middle, and secondary levels. There are specific content courses at each of the levels to help prepare candidates, such as ED 402 Early Literacy and Linguistics & Lab, ED 361 Elementary Math Methods and Lab, and ED 406 Secondary Methods: Mathematics and Lab. SMSU's Teacher Education Programs each require a field placement as part of the content methods courses that allow candidates to shadow a mentor teacher, write and implement lessons, and receive feedback from the mentor teacher. Candidates in the content methods courses write a unit, which is assessed with a program-approved rubric as part of our key assessments for each program. Candidates are able to use this feedback to develop their skills as a reflective practitioner to improve future practice.

Artifacts:
PERCA reports
Program advising guides

Culturally Responsive Curricula

> **2.J.** the unit's programs evidence culturally responsive curricula.

The SMSU School of Education continues to strive for culturally responsive teaching (CRT) and learning. In efforts to prepare teacher candidates for all the learners in their future classrooms, a K-12 TESL (Teaching English as a Second Language) program was developed. Additionally, there have been opportunities for teacher candidates to be engaged in learning about diverse students through a collaboration with Colegio el Camino in Los Cabos San Lucas in Mexico, where approximately 20 SMSU candidates traveled to teach at a K-12 International Baccalaureate School for one week in 2013. Since that time, four student teachers have been placed at Colegio el Camino, and plans are to return with a larger group within the next few years.

Collaboration with the Worthington school district, Minnesota West, and SMSU to develop a program for EL teachers is currently in its early stages per the request of the Worthington school district to create a "grow-your-own" program to create and contract licensed teachers.
The Diversity in Education scholarship for English learners to seek an education major has been established in the fall of 2017. The first scholarship is intended to be offered for the AY19. Additionally, a language lab is being developed to offer support for English learners across the university collaboratively with the School of Education and the Academic Commons staff.

CRT is addressed specifically in courses addressing the Standards of Effective Practice for all candidates, such as ED 101 Introduction to Education & Lab, ED 312/SOC 212 Human Relations for Teachers, as well as in content courses for all majors, including ED 220 English Language Arts Methods & Assessment and ED 301 Teaching & Learning Processes and Lab. Information sessions

are offered at Education Minnesota Student Program meetings on campus, where CRT is a topic shared with teacher candidates as well.

Artifacts:
Course syllabi – including Human Relations
University policies
Winston Gittens Diversity in Education Scholarship
Culturally Responsive Teaching handout

Minnesota Code of Ethics

2.K. the unit's programs evidence direct training in the expectations published in the Minnesota Code of Ethics for professional practice and related Minnesota Statutes.

The Minnesota Code of Ethics is published on the SMSU School of Education Teacher Education webpage as published by the Office of the Revisor of Statutes.

Teacher candidates are first exposed to the MN Code of Ethics in ED 101 Introduction to Education & LAB as well as in ED 312/SOC 212 Human Relations for Teachers. The Code of Ethics is addressed again in ED 304 Professional Development as part of the preparation for pre-student teaching and student teaching. There are information sessions offered at Education Minnesota Student Program meetings where MN Code of Ethics is addressed. Teacher candidates are expected to follow the MN Code of Ethics and sign off that they understand the importance of ethics in education. Finally, representatives of Education Minnesota present a session to all student teaching candidates regarding the MN Code of Ethics and mandated reporter responsibilities at the mandatory student teaching meeting attended by student teaching candidates at the beginning of each semester. Should a teacher candidate not follow the Code of Ethics, documentation is placed in his or her file. He or she would be called before the department, and potentially counseled out of Education.

Artifacts:
MN Code of Ethics – website available to candidates
Syllabus/syllabi of course/s specifically addressing Code of Ethics: ED 301, ED 304, ED 312/SOC 212.

Subp. 3. Field Experience. The unit must demonstrate field experiences that include the following:

Field Experience Opportunities to Demonstrate Professional Dispositions, Skills, and Knowledge

Sub.3.A. the teacher licensure programs incorporate a range of planned and supervised field-based experiences prior to student teaching that provide candidates opportunities to demonstrate the unit's indicators of professional dispositions and the required skills and knowledge under parts 8710.2000 and 8710.8080 spanning the scope of the license.

All teacher education candidates at SMSU have multiple opportunities to demonstrate the required knowledge and skills of the Standards of Effective Practice, the Content Standards, and the standards of the SMSU Conceptual Framework *Communities of Practice Investigating Learning and Teaching*.

SMSU is fortunate to collaborate with 238 cooperating school districts, which is comprised of 535 different schools, ranging in size from 46 students to 37,951 students. Of these school partners, 38.94% of the student population partake in free and reduced lunches, 15.96% receive special education services, and 5.26% of the students are receiving ESL services.

The Teacher Education Program provides teacher candidates with opportunities for field experiences throughout the program beginning with ED 101 Introduction to Education & Lab. Teacher candidates are placed in a 15-hour lab at a grade level appropriate to their intended education major. During the 15 hours of field experience associated with ED 101 Introduction to Education, the focus is on the development of observation and reflection skills for understanding such themes as relationships in a community of teachers and learners and inquiry into the teaching and learning process.

All SMSU Teacher Education Programs require 15 hours of experience working with E-12 students who have special needs in the SPED 290 Introduction to Special Education Lab. In this field experience, candidates have opportunities to learn about and value diversity and inclusion and to see the applications of federal mandates, early interventions, and Individual Education Program planning with parents.

Candidates in the Early Childhood Education (ECE) and Elementary Education with the Pre-Primary endorsement programs complete 30 hours of field experience over the course of one year during ED 315 Play and Creative Activities and ED 330 Curriculum Methods and Assessment in settings including infants/toddlers, preschool and kindergarten. Candidates have opportunities to interact with young children to facilitate their growth and development through play and creative/expressive activities.

Early Childhood Education candidates develop leadership skills during a 60-hour practicum in an agency that serves young children and their families (ED 456 Practicum in ECE Leadership). From these experiences, ECE candidates begin to understand the infrastructure of the early childhood field and to demonstrate professional and ethical actions.

Both Early Childhood and Elementary Education candidates participate in a junior mentoring experience in a classroom for one year. Candidates complete 15-hour lab experiences in each of the content methods courses including early literacy, reading, math, science, social sciences, and action research. As much as possible, each candidate at the ECE and ELED level is placed with the same classroom mentor teacher for each of the content methods lab experiences. This year-long experience culminates with the 10-day PreStudent Teaching Experience (ED 304L Prestudent Teaching Experience Practicum), which occurs for five days prior to the beginning of the spring semester and an additional five days during spring break. Secondary/K-12 candidates also participate in the 10-day PreStudent Teaching Experience. Candidates journal about their experiences and receive evaluations from their classroom mentor teacher and university supervisor. They videotape a lesson for review and reflection with their university supervisor. The PreStudent Teaching Experience (PSTE) is intended to assess readiness for student teaching.

All Teacher Education Program candidates all participate in a two-day clinical teaching experience in area schools (ED 423 Classroom Management Theories and Practices and Lab for ECE, ELED, ECSE, SPED, and TESL, or ED 301 Teaching and Learning Processes and Lab for Secondary/K-12 majors). Candidates gain practice in inquiry, planning, assessing, and building a positive learning environment with diverse learners. SMSU Education program faculty observe candidates as they teach lessons they have designed for two full days of classes. Candidates journal about their experiences and receive evaluative feedback from university supervisors.

Finally, Elementary Education candidates with a grade 5-8/K-8 endorsement area and Secondary/K-12 Education candidates complete a 15-hour field experience in their respective content methods courses. This experience provides the opportunity to develop skills in the planning and implementation of content area lessons with a focus on the inclusion and assessment of student mastery of state standards.

Elementary Education candidates with a Gr. 5-8 Endorsement area will complete four weeks of their student teaching experience at the middle school level. K-12 candidates in Art, Music, and Physical Education also complete four weeks of their student teaching experience at the elementary level. All Education candidates complete a full semester (15 weeks) of student teaching.

Candidates in all of the licensure programs in Education are required to document their knowledge, skills, and dispositions through a teaching portfolio, which is reviewed by Education department faculty members as part of the Graduation Portfolio Review at the conclusion of student teaching. Two required Education program courses support this process. Candidates begin their online *LiveText* teaching portfolio in ED 102 Technology: Classroom Applications and Portfolio Development, continue to submit artifacts (some mandated, others elective) for their portfolio as they move through their program sequence, and then work to prepare their portfolio for Student Teaching and future employment as part of ED 304 Professional Development and Classroom Applications.

Candidates who have completed initial licensure requirements and are seeking an additional licensure have met this standard through their previous undergraduate work. Candidates complete ongoing field experiences to demonstrate the skills and knowledge needed for each licensure area.

The assessment of practicum experiences and the professional portfolio are demonstrated using the Standards of Effective Practice.

Candidates administer a variety of assessment instruments to infants (Early Childhood Special Education), children, and/or adolescents (grades E-12). Candidates also complete practicum experiences for different age and/or ability levels.

Artifacts:
Comprehensive list of field experience hours
Tracking system to record individual's field hours and placements – FEM in LT
Field Experiences & Student Teaching Handbook – list practicum hour expectations by content program

Field Experiences Aligned to the Scope and Content

3.B. the unit has a process to assure that programs provide and require experiences in the field aligned to the scope and content of the licensure field sought.

The Teacher Education Program (TEP) provides opportunities throughout the foundation courses, methods courses, and the capstone, student teaching, for teacher candidates to experience placements in the field across scope and content related specifically to the licensure being sought.

Beginning with ED 101 Introduction to Education and Lab, students experience a 15-hour lab in the E-12 system appropriate to their specific majors and hence licensures being sought. As students move beyond foundation courses, teacher candidates are placed in specific content areas and grade levels to match their major and provided with a variety of experiences at various schools with diverse learners. The Placement & Licensure Office tracks the variety of experiences for each teacher candidate. All SMSU Teacher Education Programs have always required field experiences in excess of the 100 hours prior to student teaching currently required by the Board of Teaching.

Artifacts:
Compliance document– process and who is responsible for monitoring
Field Experiences & Student Teaching Handbook

Experiences with Diverse Populations

3.C. the unit has a process to assure that all candidates have experiences with diverse populations, including students with a range of exceptionalities, and students representing a diversity of socioeconomic, linguistic, cultural, ethnic, and racial backgrounds.

At Southwest Minnesota State University, candidates are involved in a variety of settings and field experiences that provide opportunities to work with diverse populations. Research from the Center for Rural Policy Development has shown a dramatic growth in the levels of cultural and socioeconomic diversity in rural Minnesota. As the diversity of our region has grown, our

candidates have experiences working with students from a variety of cultural backgrounds, such as Hmong, Somalian, Native American, Hispanic/Latino, and Burmese.

The field experiences are tracked by the Placement & Licensure Office to ensure that teacher candidates have a variety of experiences working with diverse learners. Experiences tracked include diversity of socioeconomic, linguistic, cultural, ethnic, and racial backgrounds. The Placement & Licensure Office has a binder of all schools used for placement purposes which is obtained from the MDE site. It includes all demographic information including Race/Ethnicity, ELL, Special Education, Free/Reduced Lunch, and Homeless. The Placement & Licensure Office has a paper trail and a spreadsheet document outlining each individual student's placements over the course of his/her education. This allows the placement coordinator a quick and easy look at the different locations that each student has received experiences in during the placements. The Placement & Licensure Office also began utilizing LiveText FEM during the 2016-17 academic year. This system tracks student placements, assessments, and time logs of each placement. In LiveText FEM, students complete the Demographics of the internship site. This allows the Placement & Licensure Office to see individual classroom demographics to compliment the school demographics to ensure diversity within placements.

All candidates receive training in cultural and socioeconomic awareness in ED 312/SOC 212 Human Relations for Teachers. As part of the course assignments for this class, students complete a textual analysis and a Native American Lesson Plan, which are required components of their teaching portfolio. All candidates receive training for the inclusion of students with special needs in their classrooms during SPED 290 Introduction to Special Needs. SPED 290 includes a 15-hour field experience in a classroom where candidates work with a student with special needs in developing appropriate programming to meet the needs of the student's Individualized Education Plan. Valuing diversity and inclusion are goals for candidates participating in all education courses and field experiences.

Other elective experiences available to SMSU teacher education candidates include a Global Studies experience and Student Teaching Abroad. The Global Studies experience is open to all SMSU students, providing a collaborative set of courses and travel experiences nearly every semester. A relationship was developed with Colegio El Camino, a PreK-12 bilingual, international baccalaureate school in 2012. Since that time, teacher candidates traveled to visit and teach in the school for a week during spring break, and multiple student teachers have also been placed there. The Student Teaching Abroad program is available through the University of Minnesota – Morris Global Student Teaching Program for teacher candidates wishing to teach abroad in other locations. Some SMSU student teachers choose this option.

All candidates demonstrate proficiencies that support the learning of students in their culminating student teaching experiences. University supervisors and classroom mentor teachers assess candidates' abilities to work with all students via observations, lesson plans, reflections, and journals.

Artifacts:
Document from Center for Rural Policy demographics

Tracking system to record individual's field hours and placements - FEM in LT; Placement Binder
Field Experiences & Student Teaching Handbook – list practicum hour expectations by content
program
Student Teaching requirements per degree

Collaborative School Partnerships

3.D. the unit has a process for and establishes collaborative school partnerships for field experience placements.

Cooperating schools are chosen based partly on the geographical needs of our students, and also on the recommendation of SMSU Education Department faculty familiar with those districts. The Office of Placement and Licensure contacts a potential cooperating district and requests a contract for placement of candidates for field experiences and/or student teaching. Contact is initially made with district administration, who then takes the contract to their school board for final approval. Contracts are required for student teaching placements, although some of the other field experiences are occasionally done on a less formal level. These contracts are used to define a formal partnership between a cooperating school and the SMSU Teacher Education Program. Once approval is gained, the Field Experience Coordinator contacts administrators at the cooperating schools as needed to ascertain recommended classroom mentor teachers for SMSU's Education candidates. Classroom mentor teachers are required to hold a license in their grade level/content area and to have a minimum of three years of teaching experience.

Artifacts:
Contracted Schools list
School contract for student teaching with roles specified - explanation of collaboration/expectations

School Personnel Qualifications

3.E. the unit has a process to verify that school personnel who host teacher candidates or supervise related services candidates hold a valid Minnesota license, or the equivalent, for their assignments.

One strength of SMSU's Teacher Education Program is that all candidates receive regular and varied opportunities to practice and develop the knowledge, skills, and dispositions that support learning for all E-12 students in specific settings. This helps to support connections between learning and teaching.

Cooperating schools are surveyed annually by the Office of Placement and Licensure to request classroom supervisors (mentor teachers) and placements for student teachers for the following academic year. Principals are contacted and provided with the minimum qualifications needed for classroom teachers to supervise these individuals. School districts are accountable for hiring teachers licensed in their field. These teaching licenses are verified through the Minnesota Department of Education's website.

Guidelines for classroom mentor teachers are found in the Student Teaching Handbook and discussed with them by the university supervisor. Currently SMSU relies on recommendations from principals in cooperating schools to assure that classroom mentor teachers model best

practices. The Placement and Licensure Office ensures and documents that all mentor teachers for student teachers hold current licensures.

Artifacts:
Field Experiences & Student Teaching Handbook
School of Education Policy Handbook - verification of credentials procedure

Process and Criteria for School Partners

3.F. the unit has an established process and criteria for the selection of school-based partner sites and cooperating teachers to assure that partners model effective instructional practices, and that the cooperating teachers model the incorporation of state prekindergarten through 12 student academic standards in their teaching.

The Teacher Education Program partners with E-12 schools who implement the MN K-12 Academic Standards and employ licensed classroom mentors to guide teacher candidates.

Cooperating schools are surveyed annually by the Office of Placement and Licensure to request classroom supervisors (mentor teachers) and placements for student teachers for the following academic year. Principals are contacted and provided with the minimum qualifications needed for classroom teachers to supervise these individuals. School districts are accountable for hiring teachers licensed in their field. These teaching licenses are verified through the Minnesota Department of Education's website.

Guidelines for classroom mentor teachers are found in the Student Teaching Handbook and discussed with them by the university supervisor. Currently SMSU relies on recommendations from principals in cooperating schools to assure that classroom mentor teachers model best practices. The Placement & Licensure Office tracks that each mentor teacher and university supervise is licensed and has appropriate experience for the scope of the assignment.

Artifacts:
Field Experiences & Student Teaching Handbook – criteria for cooperating schools and teachers
Partnership Agreement

Student Teaching Requirements

3.G. for initial licensure, each program requires a student teaching period of a minimum of 12 continuous weeks, full time, face-to-face, which could be split into two placements, and in compliance with program-specific field experience and student teaching requirements set forth in parts 8705.2000 to 8705.2600 and parts 8710.6000 to 8710.6400.

The Teacher Education Program requires that student teaching for an initial licensure is a full semester or 15 weeks, which exceeds the minimum requirement of 12 weeks. The Placement & Licensure Office tracks grade bands and hours required for all licensure programs, including double and triple majors from Prestudent Teaching through Student Teaching.

Artifacts:
Advising guides by subject area
Catalog
Field Experiences & Student Teaching Handbooks
Field Placement record keeping system – FEM (Field Experience Module) in Livetext

Range of Planned and Supervised Field Experiences

3.H. related services licensure programs incorporate a range of planned and supervised field experiences providing opportunities to demonstrate the required skills and knowledge of their specific field under parts 8710.6000 to 8710.6400.

These programs are currently not offered at Southwest Minnesota State University.

Artifacts:
NA

Subp. 4. Candidate selection. The unit must demonstrate a candidate selection process that includes the following:

Criteria and Assessments for Admission to the Teacher Education Program

> **Sub.4.A.** multiple criteria and assessments are identified and used to admit candidates who demonstrate potential for professional success in teaching.

Significant growth in recruiting highly qualified individuals has occurred since 1991. A steady increase in ACT/SAT test scores has demonstrated a commitment from SMSU to recruit high-quality individuals to the university. The Education Department revised the criteria for admission to the Teacher Education Program almost a decade ago, moving the required grades for English and Public Speaking courses from 'C' to 'B-' and requiring a mathematics course at the level of college algebra, precalculus, or calculus with a grade of 'C' or better. Another revision allows candidates who have not passed the Essential Academic Skills tests in Reading, Writing, and/or Mathematics to be placed on a Conditional Admission Plan. Candidates develop an individualized remediation plan to assist them in passing the EAS tests for licensure. These changes reflect a commitment and dedication to seeking highly qualified candidates for the teaching profession.

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

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

The implementation of DARS (Degree Audit Reporting System) and other advising tools such as the Program Advising Guides exemplifies the integration of technology with the advising process. DARS is the automated process for tracking students' progress as they complete coursework leading to a degree, diploma, or certificate. Reports (audits) can be generated to show whether catalog requirements have been met, such as required courses in their major, liberal education requirements, minimum GPA, and total credits. This system provides candidates and faculty advisors with a prescribed outline of necessary courses and other requirements needed to satisfy any given B.S. degree, education minor, or certificate program. DARS is especially helpful with transfer courses. When a transferring student's courses are entered into DARS, it automatically applies the equivalent courses agreed upon by SMSU and the transfer institution as listed in the

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

In the fall of 2003, the Teacher Education Program began implementation of *LiveText* as a tool for demonstrating levels of competencies tied to Board of Teaching (BOT) standards. This electronic assessment system provides multiple formats for data collection and provides both students and education faculty with direct evidence of teacher candidate performance linked to BOT and SMSU guidelines. Full implementation of the *LiveText* assessment system has been gradual and has encountered some setbacks, but is now moving strongly and consistently forward.
Multiple forms of assessment and data collection exist to identify candidates for admission to and retention in the SMSU Teacher Education Program. The checkpoint system described next is the process used to ensure that candidates advance successfully through the program and to supports faculty advisors as well. This information, along with advising sessions, satisfaction surveys, faculty and course evaluations, student input on the Teacher Education Advisory Committee, and interviews are forums for gathering information and data about the potential of candidates to become successful teachers.

The Teacher Education Program has a Checkpoint System in place to assess the proficiency of candidates.

TEP Checkpoint System

Checkpoint One:

SEP Program

ID when: ED 101 Introduction to Education - candidates complete a philosophy of teaching and are also evaluated on a 15-hour field experience which includes observation and writing/teaching one lesson.

ID MN Standards addressed: ED 101 Philosophy of teaching: SEPs 7A, E, F; 9B, D, E; 10A, C
Evaluation of ED 101 field experience: SEPs 4B, C, H; 6C, D, J; 9H, J, L; and dispositions

Checkpoint Two:

SEP Program

ID when: SOCI 212 Human Relations - candidates complete a Native American project and complete a text analysis for bias.

ID MN Standards addressed: SOCI 212 - 3D, J; 9C, G, I; 10D, E,G

Checkpoint Three – statement:
Fall of junior or senior year (currently offered once every two years). Candidates submit their key assessments. An example is the curriculum unit in HLTH 492. This is assessed with a rubric aligned to content standards in Health Education.

ID MN Standards addressed: Content standards, specific to each licensure program, such as the Health Education example:
Standard 3.H.
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;

Checkpoint Four:

ED 466 Student Teaching

ID when: Completion of student teaching, end of the program:
Student Teaching evaluation, aligned to each of the 10 SEPs, are completed by the classroom mentor teacher and the university supervisor. Candidates must receive a positive recommendation to complete the student teaching experience and to be recommended for graduation and licensure.

All candidates are required to complete the EdTPA during student teaching and submit to Pearson for scoring. If they do not meet the state recommended threshold, candidates are required to revise their submission and resubmit. In 2014-2015 and 2015-2016, they resubmitted to an Education faculty member who used the Local Evaluation Rubric to assess. Beginning in 2016-2017, they will receive remediation from Education faculty members and will then resubmit to Pearson for official scoring. Candidates are required to meet competent levels in order to be recommended for graduation and licensure.

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

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

Artifacts:
Teacher Education Program Application
PERCA admission criteria (TEP – Teacher Education Application)
Evidence that admission criteria is met via student files
School of Education Policy Handbook
Catalog: admissions requirements
Website - Checkpoint assessment system, reports in Livetext; Title II data

Diverse Candidate Pool

4.B. plans, policies, and practices for admission and retention of a diverse candidate pool.

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

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

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

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

The Student Success Plan has been developed to increase retention efforts for all students across campus. Specifically, the Office of Student Success has multiple retention efforts in place with specific focus on the Drop-In Center, courtesy phone calls, surveys, programming efforts, interventions, and support.

Drop-In Center - Students who have questions or concerns about their experience at SMSU are encouraged to stop by the OSS. If necessary, we will make sure they are connected with the appropriate department or student service area for additional assistance.

Courtesy Phone Calls - Phone calls are made to new students at the beginning of each semester to check in and evaluate their acclimation to campus, as well as at the end of the semester to remind students about class registration for the upcoming semester.

Student Engagement/Acclimation Survey – A survey is sent each semester to new students to inquire about their acclimations to campus, involvement in clubs/organizations, their knowledge of support services, etc. Follow up is provided to those necessary based on their responses.

Programming Efforts include Mustang Success Night and Finish Strong Week.
Mustang Success Night - Organized every fall semester, this event is a great opportunity for new students to connect with faculty and staff from all over campus to learn about success related topics and available support services.
Finish Strong Week - Organized every spring semester, Finish Strong Week helps students to finish the academic year strong by preparing them for finals and offering activities to help relieve end of the semester stress.

Early Alert Procedures with Faculty - Twice a semester, SMSU faculty are asked to report alerts for any student(s) in their classroom who could use additional assistance and support in one or more of the following areas: *Academic, Attendance, Personal, and Financial*. Outreach and intervention strategies are then deployed by the OSS and Early Alert Intervention Team to help aid in the success of these at-risk students.

Last Date of Attendance (LDA) Interventions – LDA reports are provided to the Office of Student Success from the Registration Office to identify students that have LDA grades (NA, FQ, or W's) reported. Outreach and intervention strategies are then deployed to educate students on what LDA grades mean, what they can do about their LDA grade, as well as success strategies to help students get back on track (if applicable).

Exit Procedure / Student Perceptions Survey - The OSS meets with students who are not planning to continue their education at SMSU to discuss exit procedure steps and to gather valuable feedback

about their experience. The collection of this feedback helps SMSU meet the wants and needs of our students, which assists in retention and completion initiatives.

Specific to the School of Education, a new initiative is an outreach to area high schools to encourage their students to consider a career in education as part of the College Now concurrent enrollment program at SMSU. The School of Education is piloting the offering of ED 101 Introduction to Education and Lab at the Blue Earth High School in south central Minnesota with one SMSU faculty member who teaches this course as the supervisor. The host teacher at Blue Earth High School met SMSU's faculty qualifications and was approved by the undergraduate faculty.

Artifacts:
School of Education Policy Handbook
School of Education Strategic Plan
Office of Student Success (OSS) Retention Efforts
SMSU Diversity Plan

Advising Transfer Candidates

4.C. a plan for uniformly assessing and, as appropriate, giving credit to candidates, including out-of-state, transfer, nontraditional, or post-baccalaureate, for knowledge and skills acquired through prior academic preparation and teaching experiences that meet licensure requirements, and must maintain records to support decisions made.

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

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

Artifacts:
Advising for Transfer and Licensure-only Students
Program Leads – lead faculty identified in EPPAS to be licensure program experts
Example decisions made by the group from students' files

Subp. 5. Candidate advising. The unit must demonstrate a candidate advising process that:

Advising Teacher Candidates

Sub.5.A. provides appropriate and accurate academic and professional advisement at a candidate's admission and throughout the candidate's professional education program.

Teacher Education candidates are assigned an education faculty member as an advisor when they declare education as their intended major. Advising is offered by faculty members who teach in particular majors, which allows teacher candidates and faculty to develop an ongoing rapport throughout their time in the program. Content area education majors are assigned two mentors – one advisor within the School of Education and another from the content area to help advise specifically on content courses as well as assist in advising for the Liberal Education Program. Recently, Dr. Matt Loyd has been assigned advisees to help reduce the advisee load for colleagues. Specifically, Dr. Loyd has been assigned K-12 music & K-12 art majors as well as undeclared majors. All candidates complete a 4-year plan for completing their intended education major as part of ED 102 Technology: Classroom Applications and Portfolio Development. Advisors assist in developing a graduation plan for each advisee, and meet individually with advisees at least once per semester. For admission to the Teacher Education Program, advisors review candidate application files, and make recommendations to the undergraduate licensure faculty for approval. Importantly, advisors review Degree Checks for the teacher candidates at the completion of the Teacher Education Program as well as write letters of recommendation for advisees per their request.

Artifacts:
Teacher Education Program Orientation Guide
Catalog
Advising guides/online systems Sample 4-year plans from ED 102
Faculty advisor training materials
Samples of degree checks

Published Advising Documentation

5.B. assures that candidates have access to accurate published information describing the teacher preparation programs' requirements, including information about state-required teacher licensure examinations

The Teacher Education Program publishes information on the department webpage describing the teacher preparation programs' requirements, including information about state required teacher licensure examinations – the NES Essential Academic Skills exams and the MTLEs. Support materials for the Essential Academic Skills exams are available for purchase to candidates beyond those provided on the MTLE website. These materials are also made available to supervisors in SMSU's Math Lab and Writing Center. Support materials for Elementary Education and Special Education content exams are provided to candidates by the SMSU School of Education in the SMSU Library.

The advising guides are posted both online and are available in hardcopy in the Education Department for teacher candidates. Information regarding the licensure exams is included on the

advising guides. Candidates also review information on all MTLE licensure exams needed and complete curriculum mapping for their specific licensure area(s) in ED 304 Professional Development & Classroom Applications.

Teacher candidates have formally scheduled meetings with advisors each semester, and are encouraged to contact their advisors throughout the year with questions and concerns.

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

Artifacts:
Website – academic catalog
Field Experiences & Student Teaching Handbook
Teacher Education Program Orientation Guide
Advising guides
Access to advisers
Advising emails to candidates

Appeal Process

5.C. has a defined student appeals process including a published reference to Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c)

The SMSU Teacher Education Program developed a Due Process for student appeals in 2004. This document was reviewed and revised in the fall of 2010 and again in 2017; it is available on the Education Department and the Education Program websites. Information regarding appeal processes is also included in the Student Teaching Handbook and in the Orientation Guide to the Teacher Education Program.

Student Teaching Handbook, syllabi, website under Ed Dept. Governance:
http://www.smsu.edu/academics/departments/education/education-department-accreditation.html
https://www.smsu.edu/academics/departments/education/student-teaching.html
https://www.smsu.edu/academics/departments/education/classroom-mentor-teachers.html
https://www.smsu.edu/academics/departments/education/university-supervisor.html

Artifacts:
Due Process for student appeals
School of Education Policy Handbook

Available Resources

5.D. ensures that candidates are provided information on resources available for personal, professional, and career counseling as well as academic support services.

Several publications are available to candidates to advise them in relation to institutional policies and professional education programs, including the SMSU Student Handbook. The School of Education policies are noted in the syllabi for education courses, on the Education Department website, and in the electronic *LiveText* portfolio. Requirements for the completion of professional education programs are also available in the online 2017-2018 Academic Catalog.
The Education Department provides information about teacher education programs through program advising materials available in the Education Department office, online on the Education Department website, and through the electronic *LiveText* teaching portfolio.

Social and psychological counseling services are available to candidates through Counseling and Testing Services. These services are recommended to candidates when a need is evident.
Personnel in Career Services provide information about employment in the teaching profession. Representatives of Career Services help candidates with resume building, creation of cover letters, and interview skills. An online employment service for candidates to list their applications is also in use (www.mustangjobs.com). Information on employment opportunities for candidates is also occasionally received from area school districts and related personnel; these opportunities are posted on the EMSP listserv and on the School of Education bulletin boards and video board located outside of the Education Department office area.

There are academic support services available to all students. These offerings include: the Math Lab, located in the Academic Commons; the Writing Center, located in the SMSU Library, and a Public Speaking Center, also located in the SMSU Library. Importantly, there is a disability support services office as well as a career services office to support all students.

Artifacts:
Campus Life on Website
Resources available to students

Subp. 6. Monitoring candidate progress and demonstrating standards. The unit must have a defined process to monitor candidate progress and demonstration of standards that include the following:

Candidate Records

Sub.6.A. maintaining complete, accurate, consistent, and current records of candidate progress through the programs, including coursework, field experiences and other program requirements.

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

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

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

Candidates create their *LiveText* teaching portfolio as part of the ED 102 Technology: Classroom Applications and Portfolio Development foundation course. Education Department faculty have identified content from specific courses and field experiences to address each of the 10 Standards of Effective Practice. Later in the education sequence, all education majors are required to take ED 304 Professional Development and Classroom Applications, where they receive additional information about the portfolio for use in interviews, including a list of possible artifacts to include to highlight their understanding of effective teaching. Field experiences are also tracked in Livetext as classroom mentors and university supervisors complete teacher candidate evaluations with each placement.

Artifacts:
Data management system (DARs) that contains consistent information on all licensure candidates
FEM - Evidence of required coursework/field hours/assessments/requirements are recorded when completed to show process to candidate/advisers/faculty

Monitoring and Assessing Teacher Candidates – Checkpoints after Admission

> **6.B.** monitoring and assessing candidates' attainment of standards of parts 8710.2000 and 8710.8080 at a minimum of three identified checkpoints after admission throughout the professional education sequence.

The Teacher Education Program has identified a checkpoint system for admission and progression through the professional education sequence. These include the following identified checkpoints:

Checkpoint One:

SEP Program

ID when: ED 101 Introduction to Education - candidates complete a philosophy of teaching and are also evaluated on a 15-hour field experience which includes observation and writing/teaching one lesson.

ID MN Standards addressed: ED 101 Philosophy of teaching: SEPs 7A, E, F; 9B, D, E; 10A, C
Evaluation of ED 101 field experience: SEPs 4B, C, H; 6C, D, J; 9H, J, L; and dispositions

Checkpoint Two:

SEP Program

ID when: SOCI 212 Human Relations - candidates complete a Native American project and complete a text analysis for bias.

ID MN Standards addressed: SOCI 212 - 3D, J; 9C, G, I; 10D, E, G

Checkpoint Three – statement:
Fall of junior or senior year (currently offered once every two years). For example, candidates submit their curriculum unit in HLTH 492. This is assessed with a rubric aligned to content standards in Health Education.

ID MN Standards addressed: Content standards, specific to each program, such as this example for Health Education:
Standard 3.H.
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

ECE – ED 318 (kindergarten center), ED 361 (math unit)
ELED – ED 318 (kindergarten center), ED 361 (math unit)

Endorsements to Elementary:
Pre-primary –also ED 330
Math – ED 412 content methods course
Science – ED 413 content methods course
Social Sciences – ED 416 content methods course
Comm Arts – ED 414 content methods course
K-8 Spanish – ED 409 content methods course

SEC/K-12 – content methods course
DAPE – PE 220 unit
K-12 Reading – ED 451/551
SPED- SPED 430, SPED 480
TESL – TESL 435 (TESL unit)

Checkpoint Four:

ED 466 Student Teaching

ID when: Completion of student teaching, end of the program:
Student Teaching evaluations, aligned to each of the 10 SEPs, are completed by the classroom
mentor teacher and the university supervisor. Candidates must receive a positive recommendation
to complete the student teaching experience and to be recommended for graduation and licensure.

All candidates are required to complete the EdTPA during student teaching and submit to Pearson
for scoring. If they do not meet the state recommended threshold, candidates are required to revise
their submission and resubmit. In 2014-2015 and 2015-2016, they resubmitted to an Education
faculty member who used the Local Evaluation Rubric to assess. Beginning in 2016-2017, they will
receive remediation from Education faculty members and will then resubmit to Pearson for official
scoring. Candidates are required to meet competent levels in order to be recommended for
graduation and licensure.

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

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

Artifacts:
Licensure verification process – sample application
Graduation Portfolio Review scores – Student file LT Reports

Checkpoint Assessment System

6.C. a uniform, operational assessment system applied to candidates in all licensure programs which identifies key assessments, including performance assessments.

Candidates in *Communities of Practice* regularly link theory and best practices in education as they progress through developmental coursework accompanied by regular field experiences. Assessment of candidates' performance within programs is a regular part of monitoring candidate progress to determine their level of growth in teaching, learning, and leadership.

Performance assessments begin with the education foundation courses as candidates write reflective journals, develop presentations, and design and teach basic lessons in microteaching with peers and in cooperating schools with E-12 learners. A written evaluation from the classroom mentor teacher for the ED 101 Introduction to Education field experience becomes a part of each candidate's application to the Teacher Education Program.

The bonds between learning and teaching continue to be strengthened throughout the education programs in classes and field experiences. Candidates are engaging in videotaping lessons they teach in field experiences; writing reflective journals; investigating issues, content, and pedagogy; conducting action research; conducting student work sampling in their field experiences for lessons they designed and taught; and using the portfolio process to show evidence of professional growth and improvement in their teaching performance. These components are now part of the edTPA, but all have been part of the assessment process for student teachers at SMSU since the 1990s.

Candidates are required to enter specific artifacts such as classroom management plans from ED 423/ED 301, journal reflections from field experiences connected to ED 101 Introduction to Education, artifacts specific to determining bias in children's books and a Native American lesson plan for ED 312/SOCI 212 Human Relations, and a unit written by the candidate in their content methods course in their *LiveText* portfolios as documentation of their progress through the Checkpoints in the education programs. Candidates enter multiple artifacts from ED 102 Technology: Classroom Applications and Portfolio Development in order to document their ability to integrate the appropriate use of technology for their grade level and content area.

Artifacts:
Chart of key assessments
Aggregated data reports (as examples)
Key Assessments for Licensure

Multiple Content Assessments

> **6.D.** evidence that multiple assessments are used to demonstrate candidates' academic competence in the content they plan to teach.

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

The minimum of 2.8 GPA is required for all Ed majors for recommendation to student teaching; individual secondary/K-12 majors also have a content-specific GPA required, such as a requirement for a 3.0 average in all math coursework for Mathematics education majors.

Artifacts:
List of Key Assessments for Licensure Programs
Livetext Reports on Content Rubrics from Key Assessments

Performance of Students

> **6.E.** evidence that assessment of teacher candidate performance includes data about the performance of the students they teach.

The Teacher Education Program adopted a uniform lesson plan in 2010 to support teacher candidates with the edTPA and effective teaching, and it has been updated several times with the most recent update to the lesson plan template in the summer of 2017 based on faculty and teacher candidate feedback. An element of the lesson plan template includes student assessment, feedback, and reflection on the implications for teaching and learning.

Additionally, teacher candidates analyze their own students' performance data throughout their methods courses and specifically in ED 304L PreStudent Teaching Experience Practicum as well as in Student Teaching. Courses such as ED 220 ELA Methods & Assessment, ED 453 Assessment in Education, and ED 301 Teaching and Learning Processes have student work analysis as a focus in the courses to provide teacher candidates opportunities to consider learners' understandings and performances, and shape instruction to meet their needs. ED 443/444 Action Research I/II is taken by all ECE, ELED, SPED, ECSE, and TESL majors. During this course candidates conduct a review of literature on a specific teaching strategy, and then implement it as part of their junior methods year field experience placement. The candidates evaluate student responses to the chosen intervention, reflect on the results, and determine recommendations for next steps in an Action Research Project. These projects are presented to all education majors and faculty each spring.

Artifacts:
Lesson Plan Template
Livetext Reports
edTPA rubric scores
Samples of Action Research Projects

Exit Criteria

> **6.F.** an established and published set of exit criteria and outcomes from each program consistent with the licensure requirements of the Board of Teaching.

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

The program outcomes, based on the 10 Standards of Effective Practice, are the criteria reviewed for the Student Teaching assessment. The evaluation form is the same for all teacher education programs, with additional content criteria added for some programs such as special education. The PreStudent Teaching Experience evaluation is similar, but assesses only seven Standards of Effective Practice. Both assessments are available from the Office of Placement and Licensure and are included in informational packets presented to the candidates during mandatory application and placement meetings held for candidates prior to prestudent teaching and student teaching.

Artifacts:
PERCA exit criteria - sample degree checks for various programs
Catalog
Advising Guides
Teacher Education Program Orientation Guide
Graduates' Degree Checks – Samples from ECSE, ELED, MATH, TESL

Subp. 7. Monitoring program effectiveness. The unit must demonstrate monitoring program effectiveness that includes the following:

Evaluation of Program Effectiveness

Sub.7.A. a unit collects, aggregates, analyzes, and uses aggregated data from its key assessments to evaluate program effectiveness and to make program improvement changes.

The Teacher Education Program dedicates specific time to assessment and accreditation at regularly scheduled meetings to involve the collaboration of the teacher education faculty. The Director of Assessment & Accreditation facilitates the meetings, where aggregated data is shared from Livetext, Essential Academic Skills/MTLEs, and edTPA reporting. Based on this information and the faculty make programmatic and curriculum changes to improve program effectiveness. Additionally, information is shared with content faculty across campus at Campus Liaison meetings. Based on this dialog, programmatic changes are made. For example – data from the MTLE Social Sciences content test was used last academic year to make changes to the social sciences curriculum for the 5-12 Social Sciences Major.

Artifacts:
Meeting minutes
Research findings on SMSU ECE program online vs. oncampus – Risacher disseration
Evidence of program improvement decisions based upon aggregate data analysis
Strategic Plan

Continuing Program Approval

7.B. the unit has a process to collect and evaluate aggregate data as required by parts 8705.2000 to 8705.2600 for the purpose of biennial continuing program approval.

PERCA data is collected and evaluated. Faculty review assessment and make programmatic changes based on the data. Recently, faculty reviewed syllabi in the spring of 2017 to update the placements of standards and assessments currently in use. In the summer of 2017, Dr. Philip Matthew Loyd was hired as the Director of Assessment & Accreditation for the School of Education. This was a newly developed position at the university to help support the School of Education specifically in the ongoing assessment and accreditation process.

Artifacts:
PERCA process and timeline

Graduate and Employer Feedback

7.C. the unit as an operational process to obtain feedback from graduates and employers of graduates on the performance of graduates for use in program evaluation.

The Board of Teaching adopted the Common Metrics survey to obtain feedback from graduates, teachers completing their first year of teaching, and employers/supervisors of the first-year teachers. SMSU did not use this specific tool previous to the Board's adoption so the Chairperson

collaborated with the contact faculty member at NDSU, where Common Metrics was created, as well as the SMSU Technology Resource Department to implement the three Common Metrics surveys in May and June 2017.

Prior to the implementation of Common Metrics surveys, the Teacher Education Program gathered feedback with its own surveys. Gathering feedback allowed the TEP to make changes as needed to improve the quality of the programs.

The TEAC – Teacher Education Advisory Council provides regular opportunities for stakeholders to be informed of successes and challenges for our candidates, review assessment data, and provide specific feedback to the Teacher Education Faculty to make changes and improvements to programming to better serve teacher candidates and their learners.

Artifacts:
My Preparation as a Student Teacher survey – Student teacher version aligned to SEPs, alumni version, and employer version (pre-Common Metrics)
Faculty meeting minutes
Teacher Education Advisory Council minutes

Advisory Group Feedback – Teacher Education Advisory Council

7.D. the unit has an advisory group with external members including cooperating teachers, other school partners, and graduates that regularly assists with the ongoing evaluation and improvement of programs.

The TEAC – Teacher Education Advisory Council meets annually or bi-annually. Its membership consists of stakeholders representing various groups: school partners, including administrators and classroom mentors, alumni, teacher candidates, university supervisors, adjunct faculty, and university administrators. TEAC formally adopted by-laws to guide their work in AY17 after their creation and reflection in AY16. This group provides feedback in relation to each licensure program to be used in a continuous improvement process for SMSU's Teacher Education Program.

Artifacts:
TEAC membership roster
TEAC By-laws
Meeting minutes
Resulting action/goals

Subp. 8. Qualifications and assignment of faculty. The unit must demonstrate qualifications and assignment of the professional education faculty that include the following;

Education Faculty Qualifications

Sub.8.A. the unit ensures that all education faculty are qualified by advanced academic preparation for the faculty member's current assignments.

Education faculty are qualified to teach their current assignments. The qualifications for faculty teaching in the licensure program are documented in the School of Education Policy Handbook. Specifically, faculty members teaching methods courses and reading courses have advanced academic training and experience teaching in the E-12 level.

The Chairperson assigns faculty to courses each semester based on their advanced academic preparation and experience teaching in the E-12 system. The faculty qualifications document helps to track faculty experience. The faculty submit a current CV (curriculum vitae) each academic year that is kept on file. The SMSU Teacher Education Program currently has higher standards than required by the state for faculty.

Artifacts:
Faculty Qualifications policy and chart
Policy Handbook- published criteria for faculty teaching in a licensure program
Faculty Course Assignment Process
Curricula Vitarum for all faculty – on file per request

Faculty Engagement in Professional Organizations

8.B. the unit verifies that faculty assigned to teach in the education program are actively engaged in professional organizations, other education-related endeavors at the local, state, or national levels, and ongoing involvement in prekindergarten through grade 12 schools in accordance with Minnesota Statutes, section 122A.09, subdivision 4, paragraph (f).

The Teacher Education Program faculty are active in the education field outside of the institution. Each faculty member tracks his or her experiences on the faculty qualifications document as well as inclusion in the CV – Curriculum Vitae and PDR – Professional Development Report.

Faculty have ongoing E-12 experiences each term in a variety of ways: clinical observations, volunteer, substitute, conference attendance, committee/council participation, sabbatical teaching experiences.

Artifacts:
Faculty Qualifications Chart
CVs – Curricula Vitarum – available per request
PDRs – Professional Development Reports (samples)
Faculty E-12 Experience Tracking Document

Diverse Faculty

8.C. the unit actively recruits and has plans, policies, and practices for hiring diverse faculty.

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

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

Artifacts:
School of Education Strategic Plan
Human Resources – Hiring Policy and Demographics Report
SMSU Office of Diversity and Inclusion
SMSU Strategic Planning - Diversity Plan
Affirmative Action Office website

Program Leaders

8.D. each licensure program has a faculty member designated as the program leader who is qualified by advanced academic preparation in that content area and who has responsibility for understanding current Board of Teaching licensure standards and expectations for that licensure program.

Faculty members designated as the program leads are qualified with advanced academic preparation. The program leads are responsible for understanding current Board of Teaching licensure standards and expectations for the specific licensure program. CVs are on file as evidence.

Artifacts:
PERCA reports (updated) - Lead Program Faculty document

Professional Development of Faculty

8.E. the unit provides the support for faculty to engage in professional development to enhance intellectual and professional vitality to ensure that they model effective delivery of instruction.

Evaluation of the performance of professional education faculty is embodied in a systematic review of faculty teaching, scholarship, and service, which revolves around the Professional Development Plan (PDP). In accordance with the *IFO/MnSCU Master Agreement,* each faculty member prepares a Professional Development Plan for the period to be covered by the evaluation. This plan includes specific objectives, methods, and expected achievements in respect to five specified criteria: (a) demonstrated ability to teach effectively and/or perform effectively in other current assignments, (b) scholarly or creative achievement or research, (c) evidence of continuing preparation and study, (d)

contribution to student growth and development, and (e) service to the University and community. The completed plan is provided to the Dean of the College of Business, Education, Graduate, and Professional Studies and to Education Department members through the department chairperson for written feedback to assist the faculty member in his or her professional development and, if applicable, provide guidance with respect to promotion and/or tenure. The appropriate dean or other appropriate supervisor writes comments on the plan to assist the faculty member in professional development, and, if applicable, provides guidance with respect to personnel decisions. The University President/designee establishes timelines for preparation of PDP annual progress reports, periodic evaluations, and giving of recommendations regarding nonrenewal, tenure, and promotion, subject to the provisions of Article 25 of the IFO/MnSCU Master Agreement. The evaluation period varies with faculty status.

At the end of the evaluation period, each faculty member prepares a summary report, together with appropriate documentation describing the progress made in respect to achieving his/her objectives as specified in the professional development plan. Documentation may include such materials as attention to student advisement, peer reviews, student assessments, papers delivered at meetings, grants received, curricular proposals or revisions, supervising student projects, and community presentations.

Copies of progress reports are sent to the faculty member through the appropriate chair and to the dean. The progress report goes through the same course as the plan. Department members write comments to support the faculty member in professional development. The faculty member meets with the dean to discuss achievements made during that period. A written summary of the dean's assessment of the faculty member's accomplishments in respect to the plan is sent to the faculty member and placed in the faculty member's official personnel file. The annual evaluation informs final recommendations relative to reappointment, acquisition of tenure, and promotions. Consistent with the conceptual framework, the university supports the notion of life-long learning and provides resources for the professional development of its faculty. Every year, each faculty member receives approximately $1300 as contractual money for professional travel. In addition, each faculty member may apply for faculty improvement grants, not to exceed $800 within a biennium, to use on projects to pursue scholarship goals and continuing preparation for teaching, as indicated in the professional development plan.

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

Artifacts:
IFO Professional Development Criteria
List of unit professional development offerings available to faculty
Professional Development Plans – examples of publications/scholarly work
Expectations of faculty who teach in the unit regarding modeling effective delivery of instruction
Faculty Feedback – examples from peers

Faculty Feedback

8.F. the unit has a system to provide feedback to faculty based on candidate evaluation of faculty effectiveness and candidate data.

Candidate data is shared with faculty at Assessment & Accreditation meetings. Based on this feedback, faculty make programmatic changes. Faculty are encouraged to conduct student evaluations to gather feedback from learners. Faculty seek feedback with course evaluations at the end of each term. Campus Exit survey – faculty get letters documenting positive feedback from students

Artifacts:
My Preparation as a Student Teacher Survey – (pre-Common Metrics)
Sample of Campus Exit Survey letters
Samples of Course Evaluations

Content Faculty Qualifications

8.G. the unit demonstrates that faculty assigned to instruct and assess the subject matter content have advanced academic preparation to teach the content.

Content faculty are assigned to teach and supervise in their areas of expertise and licensure. A review of the curriculum vitae and teaching licenses held by department faculty members shows that many are licensed in more than one subject field and level. The department faculty members take pride in hiring faculty with varied backgrounds. The School of Education creates a hiring authorization that specifies the academic preparation and years of teaching experience for the specific position. SMSU search committees include representatives from the department as well as across campus. In addition to classroom teaching in public and parochial schools, faculty have worked in residential schools, Native American Reservation schools, school administration, as paraprofessionals, and in the business sector. Curriculum vitae show that Education Department faculty members have diverse academic preparation and experiences. Based on expertise and advanced academic preparation, the Chairperson assigns courses considering faculty qualifications.

Artifacts:
Hiring Authorization – samples from ECE and SPED
CVs – Curricula Vitarum – available per request

Methods Faculty Qualifications

8.H. the unit ensures that all faculty who are assigned to teach content-specific methods courses have advanced academic preparation in that content, and have at least one academic year of prekindergarten through grade 12 teaching experience in that content area and scope.

Methods faculty are assigned to teach and supervise in their areas of expertise and licensure considering both content and scope. The Faculty Qualifications document serves as evidence of meeting this standard along with licensures and CVs for faculty. These documents are updated

annually and collected by the Director of Assessment and Accreditation. This information is considered as the Chairperson assigns courses to faculty.

Artifacts:
Faculty Qualifications Report

Student Teaching Supervision Faculty Qualifications

8.I. the unit ensures that all faculty who supervise student teaching must have advanced academic preparation and have at least one academic year of prekindergarten through grade 12 teaching experience aligned to the scope of the licensure programs they supervise.

University Supervisors must have advanced academic preparation and experience teaching in the licensure area assigned to supervise. The scope of the experience aligns with the scope of the supervision.

Curriculum vitae provide additional information about the qualifications of university supervisors and clinical faculty. Information for adjunct faculty hired for clinical supervision is available in the Office of Placement and Licensure. SMSU requires a master's degree and minimum of 3 years of teaching experience in the content area to be assigned for all university supervisors.

Artifacts:
Advertisement for University Supervisors
Field Experiences & Student Teaching Handbook
Partnership Agreements – sample student teaching contract
Faculty Qualifications Report
CVs – Curricula Vitarum – available per request

Faculty Demonstrate Knowledge and Experience with Diversity and Student Exceptionalities

8.J. the unit has a policy in place expecting faculty to demonstrate teaching that reflects knowledge and experience with diversity and student exceptionalities.

The Education Department faculty members integrate diversity into all of the education courses. Faculty promote diversity in education programs by encouraging more males in Early Childhood and Elementary Education program majors, and more females in math and science education majors. Candidates are naturally diverse in age, cultural backgrounds, socioeconomic status, and physical abilities, and these differences are appreciated and celebrated by department faculty. Candidates are encouraged to share their diverse experiences with their peers in education courses.

Teacher Education Faculty are expected to demonstrate teaching that reflects knowledge and experience with diversity and student exceptionalities through ongoing professional development and current E-12 experiences. Based on this, the SMSU Teacher Education Program is developing a policy and procedure to ensure faculty are meeting this expectation.

Artifacts:
CVs – Curricula Vitarum – available per request
Faculty Evaluation Criteria
PDR Feedback from the Dean

Subp. 9. Unit Leadership. The unit must designate a unit leader who assumes the following responsibilities:

Implementation of Board of Teaching Requirements

Sub.9.A. the unit leader has responsibility for implementing current Board of Teaching requirements and approval processes.

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

Artifacts:
Job description – Chairperson & Director of Assessment & Accreditation
School of Education Policy Handbook

Federal and State Reports

9.B. the unit leader has responsibility for submitting required federal and state reports related to teacher preparation and licensure.

The Director of Assessment and Accreditation completes and submits reports, specifically Title II, in collaboration with the Chairperson. The Director collaborates directly with the Chairperson throughout this process, and reports are shared with the Dean of the College of Business, Education, Graduate, and Professional Studies. The Dean of BEPS reports to the Provost, who reports to the President. The reports are shared with administration.

Artifacts:
Job descriptions – Chairperson & Director of Assessment & Accreditation
School of Education Policy Handbook
Organizational Chart for the School of Education

Communication and Collaboration with Content Faculty – Campus Liaison

9.C. the unit leader facilitates ongoing communication and collaboration with unit and arts and sciences faculty members for developing, implementing, and maintaining continuity of licensure programs to ensure that content standards are being taught and assessed as approved.

The Chairperson and Director of Assessment & Accreditation meet with unit faculty members on a regular basis with meetings scheduled monthly or bi-monthly as needed. Frequency increases with any major program changes or preparation for Board of Teaching reviews. Campus Liaison meetings are scheduled each term to promote communication and collaboration with the arts and

sciences faculty for developing, implementing, and maintaining continuity of licensure programs. These meetings provide an opportunity to ensure the content standards are being taught and assessed as approved.

Artifacts:
Meeting minutes
Emails/Communication
Syllabi Review Policy & Procedure

Communication and Collaboration with E-12 Partners

9.D. the unit leader facilitates ongoing communication and collaboration with prekindergarten through grade 12 school partners to ensure quality field placements and to maintain the integrity of programs.

The School of Education Teacher Education Program invites E-12 partners to participate in TEAC – Teacher Education Advisory Council to provide programmatic feedback. Additionally, the Placement and Licensure Office encourages communication regarding placements throughout the year. School administrators and classroom mentors are invited to attend the student teaching orientation training session at the start of the academic year. Classroom mentor teachers are asked to complete a survey at the end of the term to provide feedback on the specific placement and to share any questions or concerns to help shape the program and placements and better prepare our teacher candidates. The School of Education values the feedback of its partners. In the fall of 2016, concerns were noted from a particular partner. The School of Education created a survey for the teachers to complete. This feedback was important for our program to help make continuous improvements.

Artifacts:
Partnership Agreement/expectations for partners
Classroom Mentor Survey

Training Cooperating Mentor Teachers to Support Candidates

9.E. the unit leader is responsible for arranging training for cooperating teachers that addresses their role, program expectations, candidate assessments, procedures, and timelines.

The Director of Placement & Licensure provides training for cooperating mentor teachers at the start of the academic year with scheduled trainings in August. Cooperating classroom mentors and university supervisors learn of program expectations and their role in the guidance and supervision of teacher candidates including mid-term and final assessments, procedures, and timelines. Specific training on the edTPA and LiveText FEM is provided as well. Classroom mentor teachers also receive copies of all pertinent information including the student teaching handbook, copies of all assessments and the program rating scale and descriptors. They received detailed information on LiveText FEM, which is the platform that houses all our paperwork.

Artifacts:
Example of training session

Orientation to Board of Teaching Standards

9.F. the unit leader provides periodic orientation to Board of Teaching standards, both unit and program-specific, to all unit faculty, including adjuncts and part-time instructors, to ensure program integrity and consistency.

The Teacher Education Program faculty participate in regularly scheduled assessment and accreditation meetings to address Board of Teaching standards and requirements. Faculty members attend Board of Teaching meetings and trainings offered by Minnesota Department of Education. Faculty members attend MACTE – Minnesota Association of Colleges for Teacher Education, where Board of Teaching and MDE frequently share information. The Chairperson reaches out to adjunct faculty members each term to keep them informed of changes via email as well as inviting them to attend special meetings such as TEAC – Teacher Education Advisory Council, Campus Liaison meetings, and university supervisor trainings. With the update of the SMSU lesson plan template this year, adjunct members were informed of the changed and have been engaged in individual contact on its implementation and expectations.

Artifacts:
Minutes from Assessment & Accreditation meeting
Sample email to all faculty and adjuncts regarding lesson plan template to be used

Strategic Planning

9.G. the unit leader monitors the institutional and unit long-range plans to ensure the ongoing vitality of the unit and its programs, and the future capacity of its physical facilities.

The School of Education conducts an annual review of the strategic plan and updates accordingly to the University's goals and Board of Teaching standards as well as programs' and candidates' needs. The School of Education is currently revisiting the plan and altering the format to create a current document with appendices recording historical work. The School of Education Chairperson facilitates this process in collaboration with colleagues.

Artifacts:
Strategic Planning – schedule of meetings and minutes
School of Education Strategic Plan
Space Allocation Policy

Proposal Applications and Program Effectiveness Reports to the Board of Teaching

9.H. the unit leader is responsible for submitting licensure program proposal applications and program effectiveness reports to the Board of Teaching for approval.

Proposed applications (RIPAs) are submitted to the Board of Teaching in EPPAS for approval by the Director of Assessment and Accreditation in collaboration with the Chairperson and key faculty coordinating, advising, and teaching within the specific programs.

Artifacts:
EPPAS log on credentials for submitting PERCAs

Biennial Program Reporting

9.I. the unit leader is responsible for administering all licensure programs as approved and for notifying the board of any changes to approved programs through the biennial program reporting process.

The Director of Assessment and Accreditation submits any changes in EPPAS to the Board of Teaching for approved programs (PERCAs) in collaboration with the School of Education (SoE) Chairperson and key faculty coordinating, advising, and teaching within the specific programs.

Artifacts:
Position Description for Director of Assessment & Accreditation
Letter of Program Discontinuation from SMSU to BOT
Program Reporting Process

Recommendation of Teacher Candidates for Licensure

9.J. the unit leader is authorized to recommend for teacher licensure candidates who have completed the unit's teacher preparation programs.

The Director of Placement & Licensure is responsible for preparing the required paperwork to submit to the Minnesota Department of Education for teacher candidate licensure. The Chairperson and The Director of Assessment & Accreditation are also certified to submit applications for licensure as well as a faculty member who was the former Director of Assessment & Accreditation. The Chairperson verifies the requirements have been met and signs off before the application has been submitted.

The Licensure Officer is ultimately responsible for recommending candidates for licensure with support from the Registrar and the School of Education Chairperson. The Licensure Officer reviews the candidate's transcripts and records before recommending licensure. Faculty advisors sign off on Degree Checks as well as applications for licensure. Additionally, the School of Education chairperson reviews all applications for licensure and all Degree Checks and signs off on each one. The Registrar signs all Degree Checks. The candidate must have completed all the requirements of the Board of Teaching and of SMSU for licensure in the state of Minnesota.

Artifacts:
Licensure Office Process & Records
Licensing officers: Dr. Amy Christensen, Dr. Rhonda Bonnstetter, and Dr. Sonya Vierstraete; future licensing officer: Dr. Matt Loyd

Monitoring Process for Teacher Candidates

9.K. the unit leader has a monitoring process in place and is responsible for ensuring that candidates successfully complete all Board of Teaching licensure assessments before recommending a candidate for licensure.

The Director of Placement & Licensure prepares documentation to be submitted to the Minnesota Department of Education based on a teacher candidate's successful completion of the Teacher Education Program and the requirements set based on Board of Teaching rule, and utilizes course equivalency sheets, a licensure-only checklist, and advising guides to determine all course requirements are met prior to licensing. The School of Education Chairperson verifies documentation.

Artifacts:
Licensure Office Process & Records
Licensing officers: Dr. Amy Christensen, Dr. Rhonda Bonnstetter, and Dr. Sonya Vierstraete; future licensing officer: Dr. Matt Loyd

Subp. 10. Unit governance and resources. The unit must demonstrate governance and resources that include the following:

Authority for Teacher Preparation Programs

Sub.10.A. responsibility and authority for teacher preparation programs are exercised by a defined administrative and instructional unit, for example a department, division, school, or college of education.

The School of Education Teacher Education Program is responsible for and has authority for the preparation of candidates who are seeking licensure to teach in Minnesota. The Dean of Business, Education, Graduate, and Professional Studies oversees the department. The Dean reports to the Provost, who reports to the President.

The School of Education divides itself into three areas for the purposes of monthly meetings to determine program updates and needs. These areas include the faculty teaching in the undergraduate programs; the faculty teaching in the on-campus or online graduate programs, and the graduate faculty teaching in the off-campus learning communities. Several faculty members serve in more than one area as programmatic needs and professional experience and licensure dictate.

The Campus Liaison Program provides a method for ensuring regular discussion and updates on changes within the education programs with content area faculty from across the campus.

Artifacts:
Chairperson Job Description
Organization charts – University & School of Education

Faculty Tenure and Promotion

10.B. the unit is directly involved in the areas of faculty selection and assignments, tenure, promotion, and retention decisions.

The School of Education selects the members of each search committee, develops a plan for recruiting candidates, meets with Human Resources personnel, reviews files of persons applying for a faculty position, and submits a list of strengths and weaknesses of candidates interviewed to the SMSU Administration for hiring. The administration makes the decision to hire the applicant deemed qualified. Each advertisement for a position has the following three sentences:

A candidate must have an understanding of and appreciation for liberal education.
The university is committed to fostering a global perspective.
A successful candidate will have demonstrated ability to teach and work with persons from diverse backgrounds.

Each faculty member develops a Professional Development Plan (PDP) that is regularly assessed each year. The department and the department chairperson are authorized by contract to make a recommendation to the administration regarding a faculty member's application for tenure and/or

promotion. The faculty member applying for promotion makes the application available for department review about a month prior to the time of recommendation. Documentation includes materials related to the five professional development criteria stated in the *IFO/MnSCU Master Agreemen*t.

Artifacts:
Chairperson Job Description
Evidence of role in hiring faculty/promotion/retention/decisions/committee membership roster –
Search Committee Handbook; Materials for faculty search

Unit Independence Regarding Decision-making

10.C. the unit is directly involved in decisions about recruitment and admission of candidates, curriculum decisions, evaluation and revision of programs, and the allocation of resources for licensure programs.

Admission counselors, advising staff, and education faculty and staff work together to provide accurate and useful information to individuals who indicate an interest in teacher education at SMSU. The Chairperson communicates with Admissions regarding any changes or updates.

Professional curriculum is developed, evaluated, and revised by the School of Education as needed each year. The Chairperson forwards the curriculum proposals to the Dean and the Curriculum Committee Chairperson for consideration. The University's Curriculum Committees (undergraduate and graduate) review curriculum proposals submitted by departments. After approval from these committees, the SMSU Faculty Association votes on the proposals that come forward.

The School of Education receives an operating budget and a clinical budget that it administers.

Artifacts:
Meeting minutes
Curriculum Process Policies & Procedures: Major Significance and Less than Major Significance
Budget document and allocation of resources

Institutional Support and Resources

10.D. the unit has sufficient financial and physical resources and institutional support to sustain teacher preparation programs including adequate budgets, classroom and office space, technology support and equipment, supplies, and materials.

SMSU is committed to providing ongoing financial and physical resources to enable the School of Education to fulfill its mission, goals, and expected outcomes. SMSU receives the majority of its funding from state appropriations and from tuition paid by students. The remaining revenue is comprised of restricted student payments, state, federal and private grants, sales and other. Although state appropriations have increased in the past two bienniums overall, the net increase has not fully covered the increase in inflation and contractual obligations. SMSU cut operating budgets by 10% in fiscal year 2017 so as to have a balanced operating budget.

Tuition rates are determined by the University during the annual budgeting process and then are presented to and approved by the Minnesota State Board of Trustees. However, approval of tuition rate increases can also be affected by legislative action. In the past biennium 2016-2017 fiscal years and the current biennium, 2018-2019 fiscal years, the legislature allowed for a tuition increase in years one of the bienniums but froze undergraduate tuition in years two. The Minnesota State Board of Trustees also limited the amount that fees could increase over this time but SMSU decided to keep fee increases even lower than the limit. The Learning Communities set their tuition rates as close to market condition rates allow.

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

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

Faculty and Staff
The School of Education is currently staffed by 18.92 full-time equivalent faculty members and multiple adjunct instructors. The School of Education has one full-time Office Administrative Specialist. The Placement and Licensure Office has a full-time Director, a halftime Office Administrative Specialist and a Field Placement Coordinator. This fiscal year a full-time Director of Assessment and Accreditation has been added to the School of Education. The faculty members are members of the Inter Faculty Organization (IFO). The Placement and Licensure Director and the Director of Assessment and Accreditation are members of the Administrative and Service Faculty Organization (ASF). The Office Administrative Specialists and Field Director are members of the Council 5 AFSCME bargaining unit. For each bargaining unit compensation is based on the negotiated contracts. The contracts for the current biennium are still in negotiations for IFO and ASF. Once contracts are agreed upon, the members must ratify the contacts and then they will be reviewed by a legislative subcommittee for approval.

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

Operating Budgets (does not include salaries and benefits)

	Education-On UG & Grad	*Learning Communities*	*Placement & Licensure*
FY2015	$ 31,921	$ 55,350	$ 29,600
FY2016	$ 34,921	$ 55,350	$ 29,580
FY2017	$ 32,228	$ 52,000	$ 26,622
FY2018	$ 32,228	$ 52,000	$ 26,622

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

Library Resources
The SMSU McFarland Library is available to faculty, staff, and students with dedicated on-campus hours and online hours 24-hours a day via the redesigned website. The physical space is a four-story building located near the center of campus. The School of Education collaborates with Library Media faculty and staff to provide students with resources relevant to their studies. The School of Education has influence over selection of resources in the SMSU Library. Additional resources related to the library are noted in 10.G.

Technology Resources
SMSU students are well served by the technologies specifically geared to student needs. SMSU has a student technology fee, with decisions regarding distribution of technology fee funds made by the technology fee committee, which has a student majority membership. Every year, SMSU's student-oriented technologies are reviewed by this committee, and then decisions are made to perform upgrades, make new investments and meet student demands for technology services.
SMSU has worked diligently to keep the campus up-to-date with technologies that support both on-campus and off-campus instruction. Support for technology services is provided by the University's Information Technology Services division in concert with the Minnesota State System Office and the Southwest/West Central Organization for Telecommunications & Technology (SHOT). SHOT is one of the six Learning Network Regions in the State that involve all Minnesota State and University of Minnesota institutions.

Technology services available include the campus network (both wired and wireless), managed computer workstations for faculty and staff, both general purpose and special purpose computer

labs, room-based video conferencing, and smart classrooms. A wide variety of software products, both locally hosted and software-as-a-service (SaaS) products are available for both general purpose and individual program/department use. Examples of commonly used software products include the D2L Brightspace learning management system, the Adobe Connect web conferencing service, the Kaltura online media management service, the Microsoft Office365 suite, the Microsoft Office suite of software, the Adobe Creative Cloud suite of software, and SPSS.

A current initiative on campus per the results of recent work completed by an Academic Technologies Workgroup is the development of technology-enabled active learning environments and faculty development spaces across campus.

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

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

Four interactive television (ITV) classrooms or room-based video conferencing rooms are also available on campus. These classrooms are interconnected with similar systems across the Learning Network of Minnesota (LNM). The LNM also provides gateways for video conferencing connectivity to other locations within the State, including K-12 schools and across the nation and the world.

Through funding primarily provided through Student Technology Fee resources, SMSU has a large number of smart classrooms situated across campus including the IL building. In addition to the smart classrooms, there are also several meeting rooms across campus enabled with smart technologies. These rooms have been funded through a mix of resources. See artifact – document summarizing the smart classrooms available for use on campus.

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

The Unit has access to a "Mobile Technologies Laboratory" in the IL Building that houses technologies including and iPad cart that are available for pre-service instruction. It is also utilized by students for demonstration projects. The Mobile Technologies Laboratory was funded through resources made available through the Student Technology Fee.

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

In addition, Disability Services provides support for faculty and students that need assistance. These services include such support as captioning and transcribing services.

As is the case across the country, SMSU along with other higher education institutions continues to struggle with funding and with enrollments. SMSU is committed to providing a high-quality education to its students at an affordable price. Along with this is our commitment to provide quality graduates in the fields needed by our region. The Education program helps to fill the needs in this region. Strategic planning, effective organizational structures, and realistic acknowledgement of the University's human, physical, technological, and financial resources help SMSU fulfill its mission.

Artifacts:
Technology Resources
Allocations Table

Unit Faculty Resources

10.E. the unit has sufficient numbers of faculty to teach in the licensure programs to ensure consistent quality and delivery of the program over time.

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

Artifacts:
School of Education Faculty Loads Report
Faculty Loads Comparison Report

Faculty Support

10.F. the unit has workload policies and adequate resources to enable all faculty who teach in licensure programs the time and resources to accommodate teaching, advising, assessment of candidates and programs, research, scholarship, program administration, committee work, supervision, and service to schools and community.

As part of the Professional Development Process, faculty may select the percentage of time to dedicate to the five criteria noted by the IFO Master contract. The five criteria include:
Criterion One. Demonstrated ability to teach effectively and/or perform effective in other current assignments.
Criterion Two. Scholarly or creative achievement or research.
Criterion Three. Evidence of continuing preparation and study.
Criterion Four. Contributions to student growth and development.
Criterion Five. Service to the university and community.
SMSU is a teaching university with its primary focus on Criterion One: Teaching and learning.

Artifacts:
IFO Master Agreement MnSCU 2015-2017
School of Education Faculty Loads Report
Board of Teaching Faculty Qualifications Chart

Access to Resources

10.G. candidates and faculty have access to current books, journals, and electronic information that support teaching, learning, and scholarship.

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

Physical Space, Collections, and Services

The main (2nd) floor includes both university technology and library circulation services and houses the library's print journals and audio-visual collection. The university's Technology Resource Center (TRC) was invited into the library and began offering services there in July 2016. This has been a good partnership for the library and a well-located service for students needing technology assistance. The main floor offers both Macintosh and PC computers, three printers, a photocopier, a scanning station, study tables, individual study spaces, including six new technology-enabled study stations and one group study room that were added Summer 2017.

The third floor includes two computer classrooms equipped with 16 and 32 computers, presentation technologies, and instructor stations. When classrooms are not in use for instruction, they are open computer labs for students to utilize. Computer stations, two printers, a scanning station, study tables, and three group study rooms are also available. This floor houses the Reference Collection and the Research Help Desk. Librarians are available to assist students at the Research Help desk, via phone, email, and chat and also through individual appointments (a.k.a. Research Consultations). Research Consultations were an added service in 2015. This began as a pilot project in 2014 and was well received by students who preferred to make a scheduled appointment time with a librarian and meet in the librarian's office. An average of 20 appointment times are available throughout the week for students to schedule using an online scheduling option. Students can meet in person or remotely via telephone or online through web conferencing tools such as Adobe Connect.

The fourth floor holds the library's circulating book collection and is the designated quiet floor. There are three group study rooms available. During the 2016-17 academic year, the library, a designated government documents repository, began integrating government publications into the circulating collection. Since its government documents designation in 1986, the SMSU Library had housed the government publications separately. As more materials move online, the decision was made to integrate current print materials into the circulating collection for easier browsing.

The fifth floor includes computer work stations, two printers, study tables, two group study rooms, and a large conference room. A new open study/small computer lab was added during Summer of 2017 as part of our integration with the Technology Resource Center. Although not managed by the library, the Writing Center and the Speech Center are also housed on this floor. These entities provide peer-tutoring services to students.

Gate counts for the past three years indicate traffic in the library has steadily increased.

FY15 - 231,007   FY16 - 237,822   FY17 - 288,260

Staffing and Resources
The library is staffed by four ALA-accredited librarians and four library technicians. All librarians teach information literacy sessions upon faculty request; librarians do not have designated liaison programs. The Collection Development/E-Resources librarian is the primary contact for material requests; she encourages and welcomes suggestions for purchase from program faculty. Faculty are informed via email when the items they've requested are available for checkout. The library primarily operates on a first-come, first-served basis for request and the librarians depend on requests from faculty to help fill program needs. As new courses are proposed within the curriculum, the Collection Development Librarian sits on the faculty Curriculum Committee to help identify any resources the library may have or may need to support the proposed curriculum.

Many journals are available full-text or indexed in academic databases. Education focused databases include Education Research Complete, Educator's Reference Complete, ERIC, Professional Development Collection, Teacher Reference Collection, and related databases such as Psychology Database, PSYCInfo, and Sociological Abstracts and general databases such as Academic Search Premier and Expanded Academic ASAP. The library also subscribes to the multi-disciplinary databases of JSTOR and ScienceDirect – both which have Education holdings. Students can access the online resources 24X7 by authenticating through an EZProxy server using their StarID login.

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

Books from the circulating collection (including government documents) circulate to students for 28 days and may be renewed once. Audiovisual materials circulate for seven days and may be renewed once. Reference materials and print journals do not circulate, but entries and articles can be scanned at no cost or photocopied for 10-cents per page. Faculty may choose to put items on reserve for specific courses. Course reserve items circulate as the professor indicates (e.g., 2-hours, 4-hours, 1-day).

The library subscribes to Films on Demand, a streaming video library database that includes either full-length videos or clips that can be used in a face-to-face class or embedded into an online course.

Library Research Guides are created to pull resources together for program areas and specific classes as needed to support instruction. There are several Research Guides for Education – some for general topic areas and some to support specific courses. (http://libguides.smsu.edu/)

Technology

As noted in 10D, a wide scope of technology resources is available to candidates and faculty to support teaching, learning, and scholarship.

Among other recent investments by the University including the recent hiring of an Instructional Design Librarian to support faculty in the design of their courses including the use of various academic technologies. Among the initial focal points of the new Librarian will be the integration of the Quality Matters framework into instruction and the use of active learning techniques in the classroom.

SMSU has recently become a member of Quality Matters. In regards to active learning, a previous general-purpose lab space is currently being repurposed as an active learning classroom. Plans are to complete that renovation in October 2017 with the intent that it initially serves as a joint faculty development/student use space that can be utilized to inform decision on future classroom space redevelopment.

Other professional development activities available to faculty include:
1) periodic workshops provided by Information Technology Services (ITS) and the new Instructional Design Librarian;
2) workshops jointly sponsored by SMSU and nearby Minnesota State institutions;
3) statewide on-site and virtual conferences sponsored by Minnesota State;
4) the Campus Academic Technology Teams program facilitated by Minnesota State; and
5) online workshops sponsored by the Academic Technologies Special Interest Group that involves staff and faculty from across the Minnesota State System.

Artifacts:
Institutional library resources
Academic Commons - Curriculum library resources

Current Technology Training and Access

10.H. candidates and faculty in the unit have training in and access to current education-related technology to support teaching, learning, and scholarship.

Technical support for the University is provided through the Technology Resource Center (TRC). The TRC serves as the front door for the University community to the Information Technology Services division for most areas of technical support.

The TRC is unique in that it is housed within the Library as the result of a partnership between ITS and the Library initiated during the 2015-2016 academic year. Among the benefits of this partnership has been the extension of campus-based technical support hours during evenings and weekends. Previously, that extended support was only available at the System or Learning Network region level.

The new Instructional Design Librarian position is a direct outcome of the evolving ITS/Library partnership. Currently, several ITS and Library staff are meeting routinely to discuss collaboration in the area of support for the University community including workshops and broader faculty development initiatives.

ITS has four full-time staff within its "Client Services" team that focus on support services for the University community. Two full-time members of the Client Services team and one full-time Library staff member are housed in the TRC service desk area. In addition, there are two ITS graduate assistants and one part-time Library staff member that provide support. A special emphasis of these three positions is evening and weekend support. Finally, there are several student employees within ITS and the Library that provide direct support for the University community. SHOT is also located on campus and includes among its staff members a "network services specialist" that provides support for faculty on distance education tools in use at the University.

SMSU Technology Resources offers a variety of "brown bag lunch" sessions to provide faculty with mini-sessions of training and support on various programs useful for teaching. Faculty across campus take advantage of these technology development sessions.

Since our last site visit, Technology Resources has helped the Education Department implement the use of a mobile ipad cart to integrate technology into teaching and learning. Candidates are introduced to the use of interactive electronic whiteboards and iPads during ED 102 Technology: Classroom Applications and Portfolio Development. They review interactive resources available to them in their intended education major as part of one assignment for this course. Education faculty model the use of technology in content-specific courses during the candidate's junior and senior years in the Teacher Education Program. Teacher Education faculty have conducted studies with teacher candidates regarding the implementation of technology – and specifically ipads - into teaching. One faculty member also collaborated with the local Southwest/West Central Service Cooperative in providing training for area teachers to incorporate Open Educational Resources into their teaching as part of a two-year grant. This faculty member also offered an elective course, Teaching with Technology, to interested undergraduate and graduate candidates during spring semester of 2017.

Artifacts:
List of training opportunities
Syllabi which evidence use of educational technology
Publications/Presentations

Sufficient Faculty and Staff Support

10.I. the unit has sufficient faculty, administrative staff, support, and technical staff to ensure consistent delivery and quality of programs and to comply with all board reporting requirements to maintain unit and program approval.

The School of Education has a policy in place for selecting new faculty. One purpose for developing this policy was to provide consistent delivery and quality of programs. Adjunct faculty are drawn primarily from qualified professionals who represent the SMSU cooperating schools. This practice helps to strengthen relationships with E-12 partners.

SMSU School of Education faculty have numerous committee involvements, both on-campus and off-campus. A listing of the committee involvements on campus are noted on the SMSU website. These faculty members also actively participate in education-related state organizations and strategic campus committees. This professional involvement requires time in addition to teaching responsibilities

The School of Education Chairperson responsibilities are accomplished by a person nominated and elected by department faculty. This person spends approximately 50% time with departmental issues and 50%-time teaching.

Some department members, as part of their assigned duties, have other administrative areas of responsibility vital to the education program. These areas of responsibility are Director of Early Childhood Distance Learning and Director of the Graduate Programs. As of fall 2017, the Director of Assessment & Accreditation has been an addition to the School of Education.

The School of Education has one full-time administrative assistant who oversees general office management, including maintaining advisee, applicant, candidate, and graduate files. This position supports the Department Chairperson and the Director of Assessment & Accreditation in submitting reports to and for the university, outside agencies, and accrediting bodies. The position also involves supervision of student workers.

An additional administrative support staff member, working 50%-time, is the Field Experience Assistant in the Office of Placement and Licensure. Responsibilities in this position include maintaining all field experience records for more than 800 placements made each year.
A Field Experience Coordinator works 73% time. This person is responsible for procedures related to placements of preservice teachers in field experiences and for communication with cooperating school districts. Additionally, a Distance Learning Field Experience Coordinator assists with placements for extended learning students, who are distance learners.

The Director of Placement and Licensure is a full-time position, created in the fall of 2008. This person is responsible for coordination of the field experience placement activities and for the licensure of all education candidates.

A number of campus support personnel (i.e. Computer Services, Library, Duplicating, Career Services, Registration and Records) are available so programs can prepare candidates to meet standards.

Artifacts:
Consultant Report – Dr. Jan Sherman
School of Education Organizational Chart

External Review of Graduates

10.J. the unit has the capacity and established operational processes to obtain periodic external feedback on the performance of graduates as required for continuing program approval.

SMSU's School of Education regularly conducted surveys of alumni and employers through a locally developed tool which was aligned to the SEPs. With the implementation of the mandated Common Metrics surveys last spring, Teacher Education programs will be able to gain feedback from student teachers, graduates, and supervisors using this state-wide adopted instrument. We previously used the "My Preparation as a Student Teaching" survey to gain this information from student teaching candidates, alumni, and employers. Once aggregated the Director of Assessment & Accreditation shares this data with faculty at one of the regularly scheduled Assessment & Accreditation meetings.

Artifacts:
My Preparation as a Student Teacher – sample surveys
Minutes from meetings
Aggregated data from surveys