

**Southwest Minnesota State University
School of Education
Undergraduate & Graduate Programs
Annual Report
AY2024**



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SECTION I. School of Education Profile

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

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

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

Vision: Inclusive communities of practice investigating learning and teaching.

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

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

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

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

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

Physical Education Program Goals:

A student with a Physical Education major:

- 1.) Values and participates in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (National PE Standards 3 & 6)
- 2.) Gains the knowledge and skills needed to manage physical, financial, and human resources
- 3.) Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (National PE Standards Standard 2)
- 4.) Promotes and embraces diversity in teaching, coaching, and managing sport/recreational activities.

- 5.) Is a lifelong learner who stays current on research and technology, develops critical thinking skills, and practices ethical behavior in the profession.
- 6.) Collaborates with stakeholders to build strong partnerships within the profession, community, and society.

Faculty and Staff in the School of Education.

During the 2024 academic year, members of the School of Education (SoE) included 17 full-time faculty, 7 head coaches, 3 assistant coaches, and numerous adjunct faculty. The SoE has a chairperson, who is a faculty member with reassigned time while maintaining teaching responsibilities.

Importantly, there are six key support staff – two full-time administrative assistants – one for the SoE and one specific to the Office of Placement & Licensure, one full-time Clinical Experiences Coordinator, a full-time Director of Clinical Experiences/Certification Officer, a full-time Director of Assessment, Accreditation, and Licensure/Lead Certification Officer, and a full-time Director of Advising, Recruitment, and Retention .

Additionally, the SoE has three graduate assistants with one GA focused on supporting assessment, accreditation, and licensure, one GA supports graduate studies in education, and one GA supports College Now for the School of Education.

Faculty. The following were members of the faculty of the School of Education in AY2024:

Dr. Francis Albitz
 Dr. Michelle Beach**
 Dr. Toni Beebout-Bladholm
 Dr. John Engstrom
 Dr. Kristin Kovar*
 Dr. Dennis Lamb
 Dr. Jay Meiners
 Dr. Kandy Noles Stevens
 Dr. Christine Quisley
 Dr. Donna Pettit
 Dr. Lon Richardson
 Dr. Mary Risacher
 Ms. Marilyn Strate**
 Dr. LeAnne Syring
 Dr. Renee Ullom
 Dr. Debbie Van Overbeke
 Dr. Sonya Vierstraete
 Dr. Tanya Yerigan

*Primary membership in another department

**Sabbatical

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

Brad Bigler – Physical Education & Men’s Basketball Head Coach
 Tyler Boddy – Education, Physical Education, & Women’s Volleyball Head Coach
 Bailey Bouman – Education, Physical Education, & Women’s Softball Head Coach
 Chayse Jackson – Physical Education & Men’s Wrestling Head Coach
 Riley Miessner – Physical Education & Assistant Track & Field Head Coach
 Julia Peniata – Physical Education & Women’s Assistant Volleyball Head Coach

Nick Smith – Physical Education & Men’s Assistant Basketball Head Coach
 Scott Underwood – Physical Education & Men’s Football Head Coach
 Marty Wahle – Physical Education & Women’s Swim/Dive Head Coach
 Tom Webb – Physical Education & Women’s Basketball Head Coach

Staff. The following were staff members of the School of Education in AY2024:
 Ms. Jennifer Swanson – Office & Administrative Specialist Senior

In the Office of Placement & Licensure:

Ms. Rebecca Panka - Director of Clinical Experiences in Education / Certification Officer
 Ms. Stephanie Fladhammer - Customer Service Specialist Intermediate
 Ms. Kayla Jelen – Field Experience Coordinator

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

Ms. Stephanie DeVos – Director of Advising, Recruitment, & Retention

Graduate Assistants. The following were graduate assistants in the School of Education in AY2024:

Bennett Appel – Graduate Assistant – Assessment & Accreditation, supervised by Kala Kopitski in collaboration with Dr. Sonya Vierstraete and Ms. Jennifer Swanson.
 Abe Jensen – Graduate Assistant – College Now/Education, supervised by Dr. Kandy Noles Stevens in collaboration with Dr. Toni Beebout-Bladholm.
 Renae Kramer- Graduate Assistant – Graduate Programs, supervised by Dr. Tanya Yerigan, Director of Graduate Education, in collaboration with the Graduate Coordinators.

Department Leadership:

- Dr. Sonya Vierstraete, School of Education Chairperson* | **
- Ms. Kala Kopitski, Director of Assessment, Accreditation, & Licensure*
- Ms. Rebecca Panka, Director of Clinical Experiences in Education*
- Ms. Stephanie DeVos, Director of Advising, Recruitment, & Retention*
- Dr. Tanya Yerigan, Director of Graduate Education & Graduate Learning Community Coordinator**
- Dr. LeAnne Syring, Special Education Coordinator**
- Dr. Debbie Van Overbeke, Online Graduate Education Coordinator**
- Dr. Frankie Albitz, PECS – Physical Education: Coaching of Sport Coordinator**
- Dr. Dennis Lamb, Charter School Coordinator**
- Dr. Jay Meiners, Education Administration & Leadership Coordinator **
- Kala Kopitski, Director of Articulations and Transfer Pathways
- Dr. Christine Quisley, Southwest Teacher Preparation Partnership Coordinator

*Education Leadership

** Grad SoE Leadership/Grad Coordinators

UNDERGRADUATE EDUCATION | TEACHER PREPARATION PROGRAM

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

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

Early Childhood Education (Birth – grade 3)
 Early Childhood Special Education (Birth – age 6)
 Elementary Education (K-grade 6) with optional endorsements:
 Preprimary (adds ages 3-5)
 Grades 5-8 Communication Arts/Literature
 Grades 5-8 Mathematics
 Grades 5-8 Science
 Grades 5-8 Social Science
 K-8 World Languages & Cultures: Spanish
 Grades 5-8 General Science
 Grades 5-12 Agriculture Education
 Grades 5-12 Communication Arts/Literature emphasis
 Grades 5-12 Communication Arts/Speech emphasis
 Grades 5-12 Health
 Grades 5-12 Mathematics
 Grades 5-12 Social Studies
 Grades 9-12 Life Science
 Grades 9-12 Chemistry
 K-12 Music: Instrumental and Classroom Music
 K-12 Music: Vocal and Classroom Music
 K-12 Physical Education with optional endorsement:
 Pre-K-Grade 12 Special Education: Developmental Adapted Physical Education (DAPE)
 K-12 Reading Endorsement
 K-12 Special Education: Academic Behavioral Strategist (SPED-ABS)
 K-12 Teaching English as a Second Language
 K-12 Visual Arts

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

Special Education: Autism Spectrum Disorders
 Special Education: Emotional/Behavioral Disorders
 Special Education: Learning Disabilities

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

Special Education: Autism Spectrum Disorders
 Special Education: Developmental Disabilities
 Special Education: Emotional/Behavioral Disorders
 Special Education: Learning Disabilities

In addition to the majors offered, minors are also available for licensure: Developmentally Adaptive Physical Education (DAPE), K-12 Reading, and the middle level endorsements.

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

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

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

Teacher Preparation Programmatic Updates for AY2024

With the 2023-unit site visit, the SMSU School of Education Teacher Preparation Program (TPP) was granted continual unit approval through the most recent [Institutional Report on Teacher Preparation \(2023\)](#) submitted to PELSB for accreditation is posted on the School of Education website, and includes the Conceptual Framework, serving as the foundation for both undergraduate and graduate education programs. Additionally, licensure programs were reaccredited in the spring of 2021 and will seek reapproval through the PERCA process in the fall of 2024.

Currently, there are approximately 1,100 declared undergraduate education majors, including 55 double and 2 triple majors declared as well as 6 undeclared education majors. We are continuing to seek efficient ways to track the licensure-only candidates, which include licensed teachers seeking an additional licensure as well as candidates who have already obtained a bachelor's degree and are now seeking licensure.

TABLE 1. School of Education Declared Majors.

Declared Majors	AY18	AY19	AY20	AY21	AY22	Change from AY21 to AY22	AY23	Change from AY22 to AY23	AY24	Change from AY23 To AY24
AGED	39	49	36	34	22	-12	15	-7	13	-2
ARED	20	16	20	21	28	+7	19	-9	8	-11
BIED	18	11	5	3	11	+8	11	-	8	-3
CAED	23	23	23	18	15	-3	26	11	21	-5
CHED	9	6	5	3	5	+2	4	-1	6	+2
COCC*	12	9	12	19	26	+ 7	19	-7	19	-
CSED	4	Not reported	3	3	4	+1	2	-2	Not reported	-2
ECE	321	311	255	215	204	-11	214	10	219	+5
ECSE	54	58	50	49	57	+8		-3	57	+3
EDST*	52	37	31	26	33	+7	39	6	47	+8
EDUP*	16	8	11	17	10	-7	8	-2	13	+5
ELED	257	271	242	282	281	-1	297	16	267	-30
HEED	Not reported	3	34	60	48	-12	41	-7	42	+1
MAED	28	17	12	10	14	+4	10	-4	12	+2
MUED	22	22	33	34	25	-9	25	-	29	+4
PE*	84	74	72	77	65	-12	59	-7	55	-4
PETE	92	76	78	77	66	-11	55	-11	47	-8
SPED	113	120	160	182	182	0	184	2	178	-6
SSED	77	58	46	53	42	-11	33	-9	35	+2
TESL	21	13	13	24	27	+3	25	-2	18	-7
TOTAL	1262	1182	1141	1207	1165	-42	1139	-26	1094	-45

Although not a set of candidates, we have begun to formally track our licensure-only candidates who are not degree seeking and already have a bachelor's degree. In AY2024, we had 121 licensure-only candidates enrolled who are not counted in the undergraduate or graduate enrollment numbers.

TABLE 2. School of Education Licensure-Only Candidates.

GNSD	61
ASD	6
BIEP	1
CAEP	1
DD	2
EBD	2
ECEP	2
ECSE	8
EDSG	1
EDSP	10
ELEP	4
HLTP	1
LD	2

READ	3
SPEG	6
SPRE	1
TESL	8
(blank)	3
NSD	60
AGED	2
ASD	1
BIED	2
CSEP	1
DD	2
EBDP	1
ECE	12
ECSE	8
ELED	9
HLTH	1
MUED	1
PETE	1
SPEC	9
SPPP	1
SSEP	3
TESL	1
(blank)	5
Grand Total	121

ADVISING

The School of Education utilizes multiple advisors to assist candidates throughout their educational journey at SMSU. Currently, Stephanie DeVos advises most of the incoming candidates prior to being accepted into the Teacher Preparation Program (TPP). Once candidates have applied to and been accepted into the TPP, candidates are reassigned to content area advisors. These advisors continue to guide candidates as they proceed through the majority of their methods courses, pre-student teaching, and student teaching while the candidates work toward licensure. Stephanie DeVos also advises candidates who are pursuing Educational Studies degrees, and Kala Kopitski advises those who enter SMSU through the Transfer Pathway Program. Other advisors listed below advise candidates in specific programs, which may include undergraduate or graduate level candidates.

Table 3. Advisor Assignment Loads

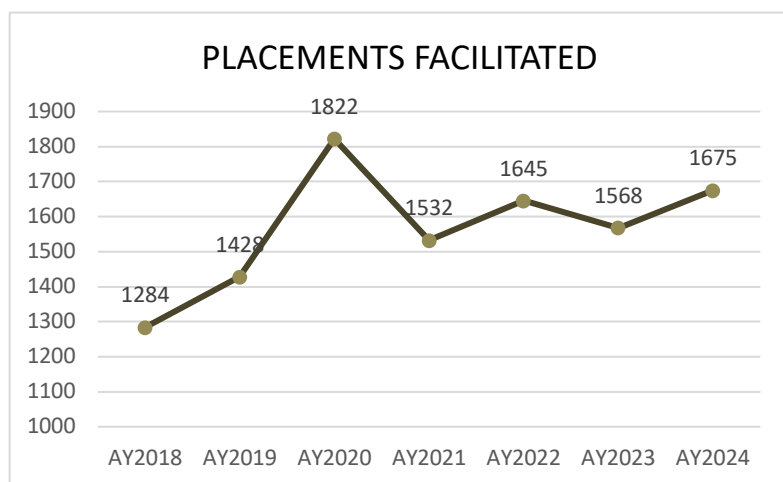
Advisor	AY2022	AY2023 - per Active Advisor List	AY2024 - per Active Advisor List
Dr. Frankie Albitz	99	102	102
Chad Anderson		1	2
Dr. Michelle Beach	93	104	NA
Dr. Toni Beebout-Bladholm	38	79	57
Jennifer Coughlin	NA	36	NA
Stephanie DeVos	NA	NA	428

Dr. John Engstrom (Grad Program)		23	30
Lynn Gluck Peterson		30	NA
Sarah Huseby	60	78	NA
Kala Kopitski	NA	6	47
Dr. Kristin Kovar	38	NA – not identified in ED Active Advisor List	5
Dr. Dennis Lamb (Learning Communities Grad Program)		56	98
William Locklear		41	NA
Dr. Jay Meiners (EDAL Program – Administrators)		15	38
Dr. Kandy Noles Stevens	25	28	26
Dr. Donna Pettit	69	98	117
Dr. Christine Quisley	82	107	68
Lori Reese	73	97	NA
Dr. Lon Richardson (Grad Program???)		62	75
Dr. Mary Risacher	105	91	79
Wendy Schoolmeester	80	89	NA
Marilyn Strate (Non-ED Majors???)	40	49	44
Dr. LeAnne Syring	114	91	218
Dr. Renee Ullom	NA	NA	43
Dr. Debbie VanOverbeke	116	124	100
Dr. Sonya Vierstraete	76	85	61
Dr. Tanya Yerigan (Director of Grad Program???)		55	78
Total Advisees			1,716

CLINICAL EXPERIENCES

The Office of Placement and Licensure takes pride in facilitating all clinical experiences needed for to meet licensure requirements for candidates. These clinical experiences encompass field experiences, student teaching, practicums, and administrative licensure experiences. The number of placements facilitated has continued with an increasing trend. AY 2020 is an outlier due to placements being disrupted and then replaced as a result of Covid-19 shutdowns.

Figure 1. Total Number of Placements Facilitated per AY



During AY2024, there were 76 total student teachers with 148 placements. There are more placements than student teachers due to the fact that many licensure areas require more than one grade band or the candidate is seeking more than 1 licensure area resulting in 2 placements for that student teacher. This includes 5 candidates that completed a yearlong student teaching placement as part of a Para-to-Program or the Southwest Teacher Preparation Partnership (SWTPP). It should be noted that there were less student teachers than what we anticipated due to 20 candidates choosing to change their major to our Educational Studies non-licensure degree and therefore no longer needed to student teach. We are anticipating 125 student teachers with 174 placements for AY2025 based on student teaching applications submitted.

Figure 2. Number of student Teaching Placements and Student Teachers per AY

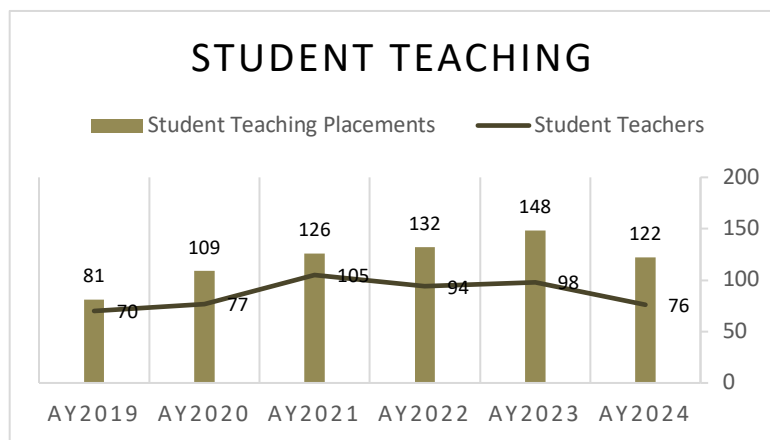


Table 4. Para-to-Programs and SWTPP Student Teachers per AY

Academic Year	Para-to-Programs	SWTPP
2022	10	0
2023	8	4
2024	4	1

Candidates that already hold a Tier 3 or Tier 4 Minnesota teaching license complete our additional licensure programs. As the capstone for these programs the candidates are required to complete a practicum experience to qualify for licensure rather than student teaching. During AY2024 we had 34 candidates complete practicum experiences for additional licensures. Similar to student teaching, these practicums require the cooperating teacher and university supervisor to complete observations, triad meetings, and evaluations.

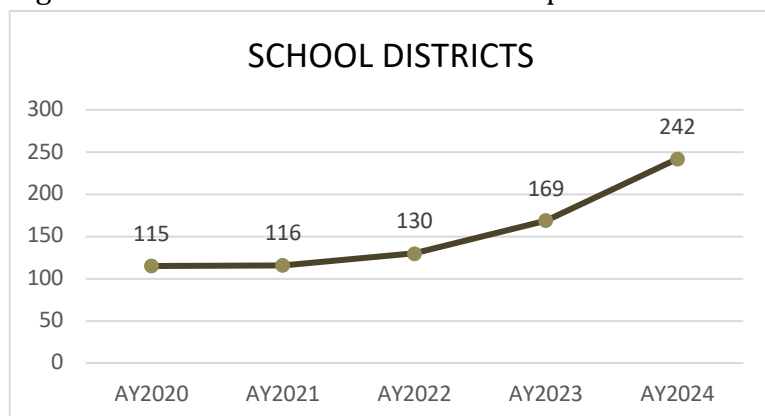
Table 5. Number of Practicum Candidates per AY

Academic Year	Practicum Candidates
2022	19
2023	35
2024	34

The Office of Placement and Licensure continues to foster existing school partnerships and establish new partners. In AY24 we established partnerships with 73 new school districts. To support our online

programs we have begun to establish partnerships with districts in South Dakota, North Dakota, Iowa and Wisconsin. Contracts are established with the school district rather than individual schools.

Figure 3. Total School District Partners per AY



Health and Physical Education

Physical Education offers both licensure and nonlicensure majors and minors:

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

TABLE 6. Physical Education Majors.

Declared Majors	AY18	AY19	AY20	AY21	AY22	Changes from AY21 to AY22	AY23	Changes from AY22 to AY23	AY24	Changes from AY23 to AY24
PE	84	74	72	77	65	-12	58	-7	55	-3
PETE	92	76	78	77	66	-11	55	-11	47	-8

PARTNERSHIPS

ARTICULATIONS

Current Articulations:

- South Central College: ECE until 2027
- Minnesota North College: ECE have been working on new agreement since Spring 2023

TRANSFER PATHWAYS

Transfer Pathways (as of 7/2/24):

Accepted between 20241 and 20245: 15 Total (11 Early Childhood Education; 4 Elementary Education) Note: 4 have changed majors; 2 of those are no longer education (Social Work and Psyc)

8 have MAXREG as 20241-20251; 46 registered for 20253: 35 ECE, 14 ELED, 5 SPED; 34 of 46 have their AS degree posted; some did not finish AS

RECRUITMENT AND RETENTION

Staff and faculty from the School of Education (SoE) have attended various events to recruit students to enroll at SMSU in the field of education. Some of the events have included Southwest Minnesota Career Expos at both Minnesota West Community and Technical College in Worthington and at Southwest Minnesota State University. Staff and faculty have participated in Mustang Success Night Support Services Fair, Discover Day Events, and New Mustang Day Programs. SoE staff and faculty have met with prospective students which are assigned through the Admissions Department. Staff and faculty attended virtual information sessions to meet with prospective candidates that may attend SMSU through SPED Pipeline Grant funds provided through different Service Cooperatives throughout Minnesota. SoE staff and faculty have identified and provided candidates scholarship dollars through CUGMEC Grant Funds. These candidates are current candidates at SMSU as well as future candidates coming to SMSU from Marshall Public Schools.

LIVING AND LEARNING COMMUNITIES

The School of Education has created a new Living and Learning Community on campus called the House of Education. The "House of Education" is a Living & Learning Community designed to support aspiring educators interested in engaging in learning and teaching with campus colleagues. The house programming provides opportunities for collaboration, inspiration, mentorship, leadership, and a focus on the future of education. The Education community is located in Homestead. The SoE wants to provide programming, including advising, outreach, advocacy, and affinity groups. In early June, Stephanie DeVos sent an email to all incoming freshman for Fall 2024 that provided information about the House of Education in order to inform of this opportunity.

GRANTS

The School of Education has applied for several grants over the past year. The following table provides a visual of the submitted grant applications, whether the grants were received, and how much money was awarded.

Table 7. Grant Application Submissions and Results.

Applications Submitted	Grants Received	Amounts Awarded
CUGMEC FY24	Yes	\$45,000 (This amount includes approximately \$11k for indirect funding.)
CUGMEC FY25	Yes	\$200,000 (This amount includes \$39,724 for indirect funding.)
CUGMEC FY25 – Round 2	Submitted 6.12.24 – notification pending	Requested \$215,340.40
Marshall Community Foundation SMSU Foundation	Yes	
MDE ECFE Teacher Shortage Grant	Submitted 6.11.24 – notification pending	Requested \$146,815.37
MDE SPED Pipeline Grant	Yes – via school partners	Service Cooperatives and school districts receive funds for candidates (approximately 30 to date) to attend universities to obtain special education degrees.
MDE Teacher Residencies & Apprenticeships Planning Grant	Yes	\$71,400

Minnesota Tele-Media Grant	Yes	\$35,657 towards the Model Classroom Space
New Teacher Center – NTC	Yes – via SWWC	Membership Services
National Center for Teacher Residency - Cargill	Yes	\$40,000 (2 years) + Membership Services
Otto Bremer	TBD	

GRADUATE EDUCATION PROGRAM

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

In AY2024, Dr. Tanya Yerigan continued to serve as the Graduate Education Director. To assist with the oversight of the individual programs, the following faculty members served as program coordinators.

- LC Coordinator Dr. Tanya Yerigan
- EDAL Coordinator Dr. Jay Meiners
- Online Coordinator Dr. Debbie VanOverbeke
- PECS Coordinator Dr. Frankie Albitz
- SPED Coordinator Dr. LeAnne Syring

The overall graduate education and individual program enrollments are delineated in Table 8.

TABLE 8. Currently Enrolled Students in Graduate Education

Degree	Graduate Program	AY2022	AY2023	AY2024	
EdSp	EDAL	14	20	15	
Grad Certificate	ASD	1	1	5	
	CHSC – Charter School Leadership	16	18	0	
	EALD - Special Ed Director	5	1	7	
	EALP – K-12 Principal	13	6	3	
	EALS - Superintendent	3	2	2	
	EBD	2		1	
	LD/SLD			1	
	Reading	1	1	3	
	Technology for Training & Leadership	1		3	
	TESL	7	13	12	
	MS	EDSP (Special Education)	39	45	97
		ASD DD EBD LD/SLD		ASD 7 DD 6 EBD 6 LD/SLD 6	ASD 10 DD 6 ECSE 4 EBD 13 LD/SLD 7
		EDUC (Education)	219	336	425
	ACON ENG MATT MEGM (LC) READ SPLE TECH TESL TLL		ACON 2 ENG 7 MATT 27 MEGM (LC) 199 READ 16 SPLE 11 TECH 12 TESL 22 TLL 26	ENG 15 MATT 27 READ 26 SPLE 13 TECH 13 TESL 24 TLL 302	
	PECS (Physical Education: Coaching of Sport)	45	43	51	
		366	492	636	

Learning Communities

The SMSU Learning Communities generally refers to the traditional masters-level learning communities, Educational Administration and Leadership (EDAL) learning communities, and the charter school learning communities. Dr. Yerigan serves as the learning community coordinator. Our masters-level learning communities are comprised of a team of faculty including Dr. Lon Richardson, Dr. John Engstrom, Dr. Tanya Yerigan, Dr. Dennis Lamb, and Dr. Jay Meiners.

In the 2023-2024 academic year, there were five first year learning communities (WCLC 3, Brainerd 1, Brainerd 2, Worthington, Albert Lea) and five second year students (Owatonna, Wadena, Granite Falls, Sioux Falls, and Fergus Falls). In 2023-2024, the learning community research conference was held back on the SMSU campus. Nearly 170 educators and faculty attended the event.

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

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

Table 9. Approximate Gross Revenue of the Graduate Learning Communities.

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

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

Table 10. Graduate Adult Education (AE) Credits Delivered by Graduate Learning Community Faculty in AY2024.

Faculty	Summer 2023	Fall 2023	Spring 2024	Total
Dr. Lon Richardson				
Dr. Tanya Yerigan				
Dr. Dennis Lamb				
Dr. John Engstrom				
Dr. Jay Meiners	0	0	0	0
Total Credits Delivered:				

Table 11. Graduate Adult Education (AE) Gross Revenue in AY2024.

Year	AE Credits Delivered	Tuition	Tuition Revenue	FYE	FYE Revenue FYE=\$3112/credit <small>(The FYE rate is an estimate and averaged off the last 5-years).</small>	AE Gross Revenue
AY2023	656	\$150/cr	\$98,400	32.8	\$102,074	\$200,474
AY2024						

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

Educational Administration and Leadership (EDAL)

Dr. Jay Meiners was the coordinator of the EDAL (Educational Administration and Leadership) program for the 2023-2024 academic year. The EDAL program is offered in a Learning Community format with options for educators to earn the principal, director of special education, and superintendent licensures as well as earning the specialist degree. Dr. Meiners also works with a team of educational administrators still active in the field. These members of his team assist in co-facilitating the program courses. His team includes:

Dr. Chad Anderson (superintendent of Tracy Area Schools)
 Jeannie Mayer (superintendent of Verndale Public School)
 Heather Anderson (high school principal at Minneota High School)

Our EDAL program grew this last year going from a second-year learning community of six students to a first-year learning community of nine students. This year, five students sought their administrative licensure, with one student not seeking licensure but working towards their Ed Specialist degree. All six students were successful in completing the program giving us a 100% completion rate for the 2023-2024 academic year. Of the most recent learning community, only one of the five is currently in an administrative role for a 20% placement rate for those who desire an administrative position. During the year, we lost two students from the first-year group. One because they found an alternative program at another MNSCU school that would accept all their credits and they only needed to take one more class for their license. We are losing a second student because they accepted a position in Michigan. Our program continues to show interest across the state.

Online

Dr. Debbie VanOverbeke coordinated the online master's program in education with emphases in Teaching Learning and Leadership; Sport Leadership; Reading, TESL, English, Math, Technology for Training and

Learning and Content Areas. The online program filled the core cores and at times needed to add additional sections. The emphases courses continued to be offered with graduate and undergraduate students so that the multiple emphasis were offered. The majority of the online graduate courses were taught as overload courses for education faculty or with adjunct professors. An additional online graduate faculty would be of value to the program.

With Wiley/Rise Point beginning marketing in spring 2024, the program worked with Wiley/Rise Point via Dr. Lori Wynia, to develop marketing materials. Furthermore, with anticipated increased numbers due to Wiley/Rise Point marketing, the Masters in Education program started offering in fall 2023 two plans, Plan A or Plan B. For Plan A, students complete the Professional Education Core (19 credits) and a Professional Field Emphasis (15-18 credits). For Plan B, students complete the Professional Education Core except for ED 627: Research Project Implementation (1 credit) (18 credits) and also complete a Professional Field Emphasis (15-18 credits). Depending on the plan and emphasis, the Masters in Education has a total program length of 33-38 credits.

The Masters in Education program also developed and had approved through the curriculum process, three new emphases to start in fall 2024. The Professional Field Emphasis in Literacy (15 credits) and the Professional Field Emphasis in Multilingual Literacy (15 credits) were added to provide emphases without lab requirements in order to accommodate out-of-state offerings of these emphases as SMSU does not offer labs outside of Minnesota. The third emphasis, Professional Field Emphasis in Community and Technical College Teaching and Learning (15 credits), was developed to provide a pathway to complete a masters for students taking the existing three course credentialing package.

Physical Education Coaching of Sport (PECS)

Dr. Frankie Albitz is the Coordinator of the Physical Education Coaching of Sport (PECS) program. The PECS program is an online, nonlicensure Master's Degree Program based on the National Coaching Standards. It is offered in a two-year cohort model with cofacilitators for each course. With an increase in interest and the numbers of students enrolled, the Program seems to be growing each year. Graduate students are more diversified than in the past. We have High School and College coaches/teachers in the Program, as well as SMSU GAs. The coaches and GAs are similar in numbers; for a while the GAs outnumbered other students. Faculty seem to be stabilized right now. At the beginning of this Program, we had turnover of faculty. We have converted from using Livetext to the D2L ePortfolio software. D2L Survey is also being used to gather PECS information; in the past we used SurveyMonkey.

In order to facilitate students beginning in the spring semester, we eliminated the pre-requisites hindering their experience in the Program. We also dropped the "cohort membership" requirement to enroll in the Program.

Special Education

The Special Education program is seeing growth in both undergraduate and graduate programming due to support from alumni touting our excellent, accessible programming and responsive faculty. We had added the ABS and ECSE initial licensing to the graduate level which has also increased our graduate enrollment. The state of Minnesota provided Special Education Pipeline Grants to various service cooperatives and school districts to enable Tier 1 & 2 teachers and paraprofessionals to seek initial teaching licenses while providing them with financial support. The SMSU Special Education program has partnered with several of these entities which is another area experiencing growth. Dr. LeAnne Syring has been a member of a statewide special education group that has designed a website to share information for current and future special education teachers; www.teachspedmn.org. Our ECSE program is working on incorporating the newly adopted standards into our courses. Our current faculty of Dr. LeAnne Syring, Dr. Michelle Beach, and Dr. Donna Pettit will be joined in July by Michela Carratini as our newest Assistant Special Education Professor.

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

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

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

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

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

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

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

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

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

Standard 5. Educators are members of learning communities.

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

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

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

SECTION II. Faculty & Staff Involvement & Activities Highlights

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

A. Teaching, Learning, and Additional Assignments Highlights

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

Dr. Toni Beebout-Bladholm had a wonderful year instructing undergraduate and graduate students both on campus and online. This year also included the development of three new courses: ED 312, ED 625, and ED 626. In addition to these courses, she continued to successfully run five clinical labs for ED 101 sections and ED 301. This year she supervised over 100 lab students in area schools.

Dr. Beebout-Bladholm also had 23 ED 304 students who successfully completed their practice EdTPA and their pre-student teaching experience. These students will move on to student teach in the Fall of 24 and Spring of 25.

Dr. Toni and Dr. LeAnne also advised the SMSU EMAE Club this academic year and saw an increase in involvement and activity ranging from PD at monthly meetings to service work – *_Mustangs Give*. The hope is that this group's activities and active membership continues to grow.

This year Dr. Beebout-Bladholm focused her energies on incorporating culturally responsive teaching in each one of her classes. She continued to use survey data to adapt courses to meet her students' *_needs*. Her evaluation summary data from her students demonstrates successful instruction in her courses. She continues to be committed to her students' *_success* and positive experiences. Go Mustangs!

Dr. Mary Risacher, In an effort to continuously improve her courses and enhance the learning experience for her students, continued her research in reflective student course evaluations. This phase of the research project involved the implementation of a mid-term evaluation. The feedback from those evaluations was used to adjust courses/course materials whenever possible while courses were still in progress. Dr. Risacher also utilized the feedback to build her awareness of diversity, equity, and inclusion aiming for improvements for her students. Each of these opportunities allowed for continuous improvements to instructional methods and materials. Dr. Risacher participated in the Professional Educators Licensure and Standards Board Assessment & Accreditation process.

Dr. Renee Ullom increased her perspective and knowledge of post-secondary instruction exponentially as a first year assistant professor of education. She gleaned insight from fellow professors within the education department, teachers with whom she interacted in the K-12 realm, community organizations to which she belongs, and most importantly, SMSU students. She used information gleaned from end-of-course surveys and personal notes to create an engaging learning environment. In the online environment, she streamlined her classes by adding narrated PowerPoint presentations and video directions to student assignments, ensuring that classes were accessible to all students.

After teaching 23 years in the elementary realm, she decided to draw on her instruction expertise, and approach her elementary methods class in an interactive manner, using strategy methods such as explicit direct instruction so that students could see the strategies in action rather than just reading or writing about them. She incorporated important classroom management strategies within the academic goals as it needs to be clear that classroom management is an important aspect of all instruction at the elementary level.

Dr. Debbie Van Overbeke served as the Online School of Education Graduate Coordinator. In this capacity, she conducted the business of the graduate program and promoted the online graduate program, which is growing in numbers. Accomplishments this year included moving curriculum paperwork forward to add in 3 new emphasis areas for the Masters of Science in Education: nonlicensure emphases for Reading and Teaching English as a Second Language (TESL) and Credentialing (CRED).

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

Dr. Tanya Yerigan

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

B. Scholarly and Creative Activity Highlights

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

Dr. Toni Beebout-Bladholm took steps to further her scholarly work this year. Dr. Toni worked with Dr. Kandy on three ongoing research projects. The first is in conjunction with the Smithsonian and focuses on *The Bias Inside Us*. This research includes on-campus, online, and college now teaching candidates. The post survey data will be collected in June in the hope that these findings can be shared at a local, state, and national level in the upcoming academic year. This is incredibly valuable learning for all teachers and all teacher candidates. Recognizing bias is key to ensure that students are treated equitably and have all the same opportunities for success.

The Butterfly Project was a passion project this year to honor a former colleague and to also promote mental health awareness. SMSU Today also did a feature article and video segment on this project. The mural will come down this summer, but the importance and impact will remain.

Dr. Beebout-Bladholm and Dr. Kandy Noles Stevens continue their research and work on *Grow Your Own*. The conference dates this past February were not available to these two researchers to present at so future opportunities are being explored. This is a very important project that addresses the teacher shortage nationwide.

Dr. Beebout-Bladholm and Dr. LeAnne Syring continue to explore the connection between relationships and how these relationships equate to student success. This project is in the very beginning stages, but it will be exciting to see what these two uncover.

Dr. Toni also shared her creative works with Gold College with “Finding Joy Through Grief.” _This is an important partnership that she will maintain in the future. It is so important that our students interact with our Gold College students – _it is a wonderful cross-generational experience.

Dr. Mary Risacher, along with her research partner Dr. Sara Fier, continued their efforts on their research project focusing on improvements to the student reflective evaluation process. They designed and implemented a mid-term evaluation. The findings were then presented or published at:

- Northwestern Sciences & Health University, Bloomington, Minnesota on October 27th, 2023,
- 3rd World Conference on Arts, Humanities, Social Sciences and Education (WCAHSSE) Paris, France, October 2023
- EdMedia & Innovate Learning conference on November 2, 2022
- The paper was submitted to the Quarterly Review of Distance Education journal, which was accepted for publication in December of 2023 volume 24, issue 3.

Risacher, M., & Fier, S., (2023). Reflective course evaluation as a complement to traditional course evaluation. *The Quarterly Review of Distance Education*, 24(3), 43-61.

Dr. Renee Ullom

- Conference presentation:
Ullom, R (Jan. 2024), Making professional development personal with self-study, National Literacy and Reading Recovery Conference (LitCon), January 27-30, Columbus, Ohio.
- Conference presentation submissions:
 - Collaboratively with Dr. Debbie VanOverbeke and Dr. Kandy Noles Stevens: NCTE/NCTM Joint Conference for Elementary Literacy and Mathematics in New Orleans, LA on June 17 – 19, 2024. This presentation focuses on cross-disciplinary practice-based teacher education using high-leverage teaching practices to advance rural preservice teachers’ pedagogical and content knowledge

- Collaboratively with Dr. Christine Quisley: Diverse Books Conference, July 22-23, 2024. Using diverse literature, this presentation will introduce colorful ways of creating community and belonging as the new school year begins. Attendees will participate in hands-on activities that connect this literature to the importance of recognizing and celebrating differences in self and others.

Dr. Debbie Van Overbeke and Dr. Kandy Noles Stevens presented their paper titled Implementing Equitable Practice-Based Teacher Education to Advance Rural STEM Teacher Candidates' Pedagogical and Content Knowledge at the Far West Region Association for Science Teacher Education held with the 2024 Hawaii International Conference on Education in Waikoloa, Hawaii on January 3 – 6, 2024.

Dr. Debbie VanOverbke, Dr. Renee Ullom, , and Dr. Noles Stevens have submitted a proposal to present at the NCTE/NCTM Joint Conference for Elementary Literacy and Mathematics in New Orleans, LA on June 17 – 19, 2024. This presentation will focus on cross-disciplinary practice-based teacher education using high-leverage teaching practices to advance rural preservice teachers' pedagogical and content knowledge. Participants will explore strategies used to develop candidates' conceptual understanding, critical thinking, reasoning, and equity in literacy, math, and science teaching and learning.

Dr. Debbie VanOverbeke and Dr. Kandy Noles Stevens have submitted an IRB for research titled Effects of Video Self-Analysis of Personal High-Leverage Teaching Practices on Elementary Mathematics Teaching and Culturally Responsive Teaching. Upon IRB approval, they will conduct the qualitative research, write the paper, and submit for publishing to the *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2025* and for presentation at the Society for Information Technology & Teacher Education (SITE) in March of 2025.

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

- authored open education resources (OER) through Minnesota State's Open Textbook Pilot – Teacher Education project funded by the U.S. Department of Education – *Foundations of Literacy* and *Foundations of Instruction* courses/resources.
- Collaborated with MEDA – Minnesota Education Deans Alliance deans on grant writing and funding for SKEEP – Secondary and K-12 Education Enhancement Projects.
- Continued to co-author a blog entitled 'A Tale of 2 Profs: Sharing our Stories about Teaching, Learning, Leading, & Living with Dr. Wendy Schoolmeester, which launched in February 2014 at www.educonnections.org; the final blog was posted in February of 2024, ending the decade of the blogging collaboration.

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

C. Professional Development Highlights

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

Dr. Toni Beebout-Bladholm had a successful year in continued prep. Over the summer she completed four courses and renewed her MN State Teaching License until 2030. In addition, Dr. Bladholm read five different texts this year and attended a variety of webinars and training sessions on topics ranging from reading to restorative justice to mental health to best practices in the secondary English classroom. Dr. Toni continues to stay current with today's trends and practices in schools.

Dr. Toni's prep also included reviewing a wide array of texts for adoption for ED 312, ED 625, and ED 626. Dr. Toni is committed to continuous improvement and that includes her own personal growth. She continues to be a member of the Minnesota Reading Association, the International Reading Association, the National Council of Teachers of English, and more.

You will often find Dr. Beebout-Bladholm at COLT training sessions, sitting in on research presentations, attending informational sessions on AI, participating in Vector and other training courses, and more.

Dr. Mary Risacher continued her learning opportunities through research efforts to support her ongoing project. She continued to deepen student engagement by involving them in the course evaluation process. Dr. Risacher attended university trainings as well as additional training opportunities outside of the university, fulfilling licensure renewal requirements.

Dr. Renee Ullom

In accordance with PELSB rules, to transfer her Florida licensure, Dr. Ullom completed and passed Minnesota Teacher License Exams in TESL and Reading. After passing the exams, PELSB issued her a restricted K-6 TESL license due to her experience in elementary. Because she is the professor for K-12 TESL methods, she wanted to ensure that I had full K-12 licensure. To do so, she completed an 80 hour practicum at Marshall High School in the EL department. She will be applying for her full TESL K-12 licensure at the end of the semester.

Dr. Ullom attended the Teaching Works Coaching Institute in Ann Arbor Michigan. This professional development enables teacher educators to unpack and practice the work of coaching and supporting beginning teachers to build their instructional skill in a supportive and dynamic environment. She learned valuable strategies to incorporate into her current teaching practice and has already been incorporating this material in my teaching methods.

Dr. Debbie VanOverbeke

Professional Learning Community Higher Education Book Study

Dr. Debbie VanOverbeke, Dr. Sonya Vierstraete, and Dr. Renee Ullom have participated in a PLC with fellow reading professors from Minnesota. The group met throughout the year in Moorhead, MN and via Zoom to discuss the research-based book, *The Science of Reading a Handbook* (2nd ed.) edited by Margaret J. Snowling, Charles Hulme, and Kate Nation. The conversations with fellow reading professors have provided solid direction for making significant changes to reading courses based upon the science of reading. Upon completion of the PLC in April of 2024, each professor will receive \$1000 of reading materials to enhance reading courses.

In addition, Dr. VanOverbeke has attended several workshops; highlights include

- SMSU Professional Development Day. Attended *Inclusion and Belonging at SMSU: More Than a "Seat at the Table," Mustang Development, Continuing Conversation on ChatGPT, Supplemental Instruction at SMSU, Using Culturally Responsive Teaching (CRT) to Create Connections in Online Asynchronous Classrooms* on August 15, 2023
- SMSU, *Culturally Responsive Teaching* by Erin Cline on October 10, 2023
- Dyslexia: What We Know and What We Want to Know ILA Webinar by Danielle Dennis on October 10, 2023
- The Far West Region Association for Science Teacher Education held with the 2024 Hawaii International Conference on Education on January 3 – 6, 2024
- Minnesota Academy of Reading (MAR): *Elevating the Minnesota Literacy Landscape* by Eva Boehm on January 11, 2024
- SMSU: *Equity, Inclusion, Diversity* with Professor Julie Walker on February 6, 2024
- MAR: Reading Break Out Rooms: *Professional Networks, Legislation Impacting Practice, Curricula and Pedagogical Shifts Impacted by Science of Reading, Equity and Culturally Responsive and Sustaining Pedagogy* on February 26, 2024

Dr. Sonya Vierstraete participated in Minnesota Association of Colleges for Teacher Education conferences in the fall, winter, and spring. Dr. V. participated in the Higher Education Science of Reading Professional Learning Community with monthly PLC meetings with colleagues throughout the state. Additionally, Dr. V. attended Minnesota Academy of Reading conference in January of 2024.

D. Service to Students Highlights

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

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

The Education Minnesota Aspiring Educators (EMAE), formerly known as Education Minnesota Student Program (EMSP), is a student organization sponsored by the Education Department providing professional development, learning activities, grants, and social programming for all education students. The faculty advisors for this student group in AY2024 were Drs. Toni Beebout-Bladholm and LeAnne Syring.

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

Everything **Dr. Toni Beebout-Bladholm** does is for the benefit of her students. You will note that she has a very active social media presence, and all her classes are what she refers to as “Class Families.” You can often find Dr. Toni having lunch with students and participating in campus activities together. You can also find her sneaking off to the greenhouse and other areas of campus to share with students all that SMSU has to offer.

Toni advises approximately 75 secondary education students and has formed positive and close relationships with her advisees. In addition, she continues to serve as a university supervisor of pre-student teaching and student teaching experiences. In addition, she continues to work closely with the Director of Placement and Licensure to run successful clinicals with partner schools in both the fall and spring of each year.

Dr. B.’s involvement in EMAE with Dr. LeAnne continues to foster excitement, learning, and involvement across campus. In previous years meeting attendance ranged from 20 to 30 participants and this year participation grew to 70 to 100 in attendance on average. The group has focused on offering learning opportunities to support teacher-candidate success in the classroom.

Dr. Mary Risacher Student growth was one of the primary areas of Dr. Reacher’s work. She advised ECE (Early Childhood Education) students throughout the year well beyond the allotted two-day advising commitment. Dr. Risacher assisted with advising for transfer pathway students by assessing syllabi and course descriptions to ensure courses met the required criteria. Dr. Risacher provided letters of reference for the Teacher Preparation Program and advised on how to complete the application process. She assisted students through the edTPA remediation. Her courses were prepared and developed to facilitate easy navigation for students. Her timely feedback enabled students to expand their understanding of course material and grow in their teaching practices. Additional areas that illustrated her efforts in this criterion included:

- Degree Checks
- Growth Plans
- Graduation Portfolio Review
- School Of Education Office Coverage
- Career Advice

Dr. Renee Ullom is committed to making SMSU a place where students “Discover, Engage, and Lead.” As she has continued to educate herself, with the help of colleagues, regarding the minutia that surrounds advising in the Education Department, she feels as though she has finally reached a point where she can confidently lead

students down the path that they have chosen to pursue. She advised 8 undergraduates and 23 graduates in the 2023/24 calendar year.

In addition to academic advising, she supervises undergraduate and graduate students in their TESL and ED Studies practicum, which is their capstone experience before completing their degree, and for TESL students, applying for licensure. She serves as University Supervisor for four teacher candidates as they complete their pre-student teaching, reviews portfolios and facilitates portfolio presentations of students completing their programs. She has attended all student teaching seminars required of teacher candidates in an effort to support the School of Education Placement and Licensure office as they advise our student teachers.

Dr. Debbie VanOverbeke advised 82 students (15 undergraduate and 67 graduate), participated in LiveText portfolio reviews of undergraduate and graduate students completing their programs, and chaired 10 graduate Action Research Projects at various stages in the research process.

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

E. Service to University & Community Highlights

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

Dr. Toni Beebout-Bladholm is a member of the SMSU undergraduate curriculum committee and continues to work closely with the Director of Assessment, Accreditation, and Licensure to ensure that curriculum changes across campus are reflected in advising guides, EPASS, etc. This includes participating in campus liaison meetings and continuing to build relationships with content areas across campus.

Dr. Toni is also the faculty mentor for the Mustang Women's B_a_s_k_e_t_b_a_l_l Team! She adores these women and appreciates the following that they bring to SMSU athletics. This year included tailgate activities, brunch, attendance at various games, and a tie dye event was scheduled until Dr. B. broke her foot the week before final exams.

Dr. B. makes sure she is a part of the campus community by participating in Homecoming competitions, the parade (1st place), Mustang Days, Non-Function Junction, Tie Dye Thursdays, and more. She can be found in many different places across campus promoting student involvement! She knows that sometimes students need an extra push to attend the offered activities and she is happy to tag along!

Additionally, Dr. Toni and Dr. Kandy hosted two successful Aspiring Educators Days for College Now this year. She continues to visit schools and share the opportunities and advantages of attending SMSU. This is in conjunction with the faculty work group committed to increased enrollment and retention.

This year, Dr. Toni Beebout-Bladholm's position was moved from fixed-term to tenure-probationary track. She could not be more excited to be a continuing member of the SMSU School of Education. She continues to be the 'farmer' of the SOE and works closely with local agricultural groups to advance her knowledge of corn and soybean production. This year's endeavor also includes a small flower farm. Dr. Toni is committed to SMSU and her community.

Dr. Mary Risacher's Service to the University included:

- University Technology Strategies Committee (UTSC) sabbatical replacement
- Search Team
- Interview Committee
- Graduation Line Up
- SoE Scholarship Committee
- Move-In-Day

Dr. Renee Ullom felt it was important to learn the logistics of the School of Education as she continued to grow in her professor position. One of the most beneficial opportunities she had was to serve as part of the Assessment and Accreditation Committee as the department prepared for, and successfully achieved Reaccreditation. This was an immense learning opportunity as she was able to dive into the required standards and learn how the department fulfills these standards.

Dr. Ullom applied for and received full graduate faculty status, therefore allowing her to serve on the Graduate Committee. This committee is updating current graduate requirements and working to develop further graduate opportunities.

Dr. Debbie VanOverbeke was an active participant in the University community as a member of the Institutional Review Board, Graduate Council, Graduate Curriculum Committee, Long Range Planning, the Executive Committee, and Strategic Planning Committee. She also served on the state Salary Equity Committee.

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

Dr. Sonya Vierstraete served on the following committees: HLC/Strategic Planning, Global Studies, SAGE, Equity by Design, and chaired the Intercollegiate Athletic Advisory Committee. She also served on the statewide Teacher Education committee (TEC), the Standards of Effective Practice AdHoc committee, and serves as a PELSB – Professional Educator Licensure & Standard Board – licensure via portfolio reviewer and site visit reviewer. She chairs the Continuing Education for DNU ~ Diocese of New Ulm ~ Cluster IV (four

area schools) as well as chair for the Minnesota Association of College for Teacher Education (MACTE) Teacher Relicensure committee. She serves as the Vice-President of the Southwest Minnesota Reading Council and the executive board membership representative for the Minnesota Academy of Reading. Dr. V. maintains support for partnerships she helped establish with El Colegio El Camino as we look to provide additional opportunities for teacher candidates. She also volunteers in various classrooms at area schools and serves as the President of the Marshall Tiger Football Boosters.

SECTION III. Assessment

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

Undergraduate Education Programs/Teacher Preparation Program. The undergraduate and graduate SMSU Teacher Preparation Program is accredited with approval by the Professional Education Licensing and Standards Board (formerly the Board of Teaching). The most recent accreditation site visit took place in November of 2023, and the SMSU School of Education Teacher Preparation Program received full approval until 2030. In addition to unit accreditation, each program is reviewed and reaccredited by PELSB every three years.

As the School of Education focuses on continuous improvement, evaluating the success of our graduates is essential and completer performance is a priority as we seek national accreditation thru AAQEP – Association for Advancing Quality in Educator Preparation. The Southwest Minnesota State University School of Education engages formally with the Teacher Preparation Advisory Council (TPAC) bi-annually or annually at minimum to focus on program review as we consider, adopt, and implement programmatic changes. Teacher candidates and program completers are essential partners in this process. Additionally, we participate in a consortium of teacher preparation programs in Minnesota as we collect information via Common Metrics surveys, hosted by the University of Minnesota. The surveys include: Entry Survey, Exit Survey, Transition to Teaching Survey, and Supervisor Survey. Based on program completers' feedback, we have made programmatic changes. For example, we revised our physical education teaching bachelor's degree to include three licensure areas that are an important combination especially for rural schools: physical education, health, and developmentally appropriate physical education.

Assessment Plan. The School of Education has identified key programmatic assessments that provides data regarding candidate proficiency in meeting the Professional Educator Licensing and Standards Board (PELSB) standards, which we have aligned the Standards of Effective Practice with SMSU Student Learning Outcomes. Considering key assessments within the program, we have identified: the philosophy of education, the cultural bias, discrimination, and prejudice analysis, the pre-student teaching experience evaluation, and the graduation portfolio evaluation. We are able to view proficiency by each associated standard as well as inter-rater summary. Currently, the SoE is redesigning the teacher preparation program based on the adoption of the new Standards of Effective Practice (SEP) in Minnesota with July 2025 as the required implementation date. The new SEP will be aligned to the SMSU Student Learning Outcomes. Reporting of assessment data occurs formally at the University annually via the annual report and bi-annually via the RASL – Report on Student Learning. Annual reporting for the Professional Educator Licensing and Standards Board via Data Summary Reporting as well as federal Title II reporting are required.

The SMSU SoE TPP assessment plan consists of checkpoints to assess candidate competency:

Checkpoint I: Philosophy of Education and Initial Field Experience Evaluation

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

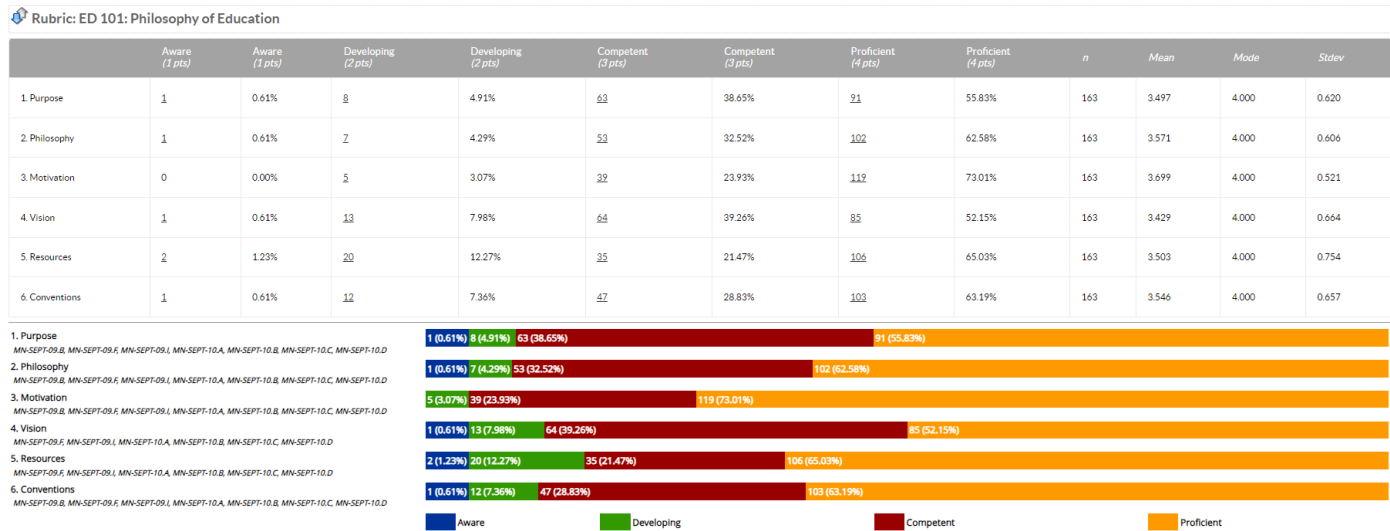
The Standards of Effective Practice (SEP) are assessed via submission of assignments in Livetext:

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

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

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

Figure 4. Introduction to Education – Philosophy of Education Results



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

Admission to the Teacher Preparation Program

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

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

Criteria for Admission to the Teacher Preparation Program

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

1. Have completed at least 45 semester credits prior to applying and show evidence that a minimum of 60 semester credits will be satisfactorily completed at the end of the semester in which the application is being made. If you have a requirement that will be met during the summer term, candidates may be conditionally admitted to the TPP and should apply in the spring or summer/when admitted to SMSU. Candidates need to successfully meet the requirements for full admission by the end of the following fall term. Only candidates with full admission to the TPP will participate in student teaching.
2. The minimum GPA requirement is 2.8 in entry level professional education coursework for admission to the Teacher Preparation Program. To be eligible to student teach, candidates must have a 2.8 GPA for professional education coursework/major GPA. Additionally, a “C” grade or better must be maintained in all Professional Education/ECSE/SPED/TESL courses to maintain eligibility for student teaching. All “I”, “IP” or “C-” and below grades must be successfully resolved to maintain eligibility for student teaching.

3. Have completed the following courses (or the equivalents):
 - ENG 151 (Academic Writing) OR ENG 251 (Writing in Professions) with a minimum grade of ‘C’ or better in one of the classes OR meeting PELSB approved ACT/SAT scores OR passing scores on the NES EAS tests in Reading and Writing.
 - COMM: Goal 1 COMM class with a Comm prefix with a minimum grade of ‘C’ or better.
Recommended: COMM 110 Essentials of Speaking & Listening or a comparable course.
 - MATH: Goal 4 MATH class with a MATH prefix with a minimum grade of ‘C’ or better OR meeting PELSB approved ACT/SAT scores OR passing scores on the NES EAS test in Math. *All ELED majors will need to take MATH 110 (or higher level math course – reference advising guide) as it is a prerequisite for MATH 129, which is required for the major.
 - The above requirements for ENG, COMM, and MATH are considered met with a previous degree for admission to the TPP.
 - ED 101 Introduction to Education & LAB or ED 601 Foundations in Education & LAB with a minimum grade of ‘C’ or better and a positive recommendation.
 - ED 102 Technology: Classroom Applications & Portfolio or ED 601 Foundations in Education & LAB with a minimum grade of ‘C’ or better.
4. Demonstrated writing proficiency in education courses, documented in ED 101 or ED 601.
 - In ED 101 or ED 601, teacher candidates will submit a philosophy of education to their instructor for evaluation. Teacher candidates who do not meet the School of Education standards are responsible for working with the SMSU Writing Center to improve written work.
 - Submit a written essay as part of the application to the Teacher Preparation Program.

Teacher Preparation Program Requirements:

Items to be Uploaded/Submitted with the TPP Application

1. Essay
To demonstrate competency in written communication, you must submit a typed or a handwritten, two-three-page essay. This essay will be reviewed for correctness in mechanics and spelling, and the ability to express ideas clearly. It should include information on why you have chosen teaching as a career, what you already know about teaching the age range for which you are applying, your experiences in a teaching setting and other experiences, and any additional characteristics you have which will make you an effective teacher.
2. Academic Faculty Reference Form
This form is to be completed by a faculty member from a class you have taken at SMSU or another university, college, or technical school, where the teacher candidate has taken coursework. Secondary/K-12 majors must have their content area advisor complete this form.
3. Education Faculty Reference Form
This form is to be completed by a faculty member from an education class taken at SMSU or another university, college, or technical school, where the teacher candidate has taken coursework.
4. Verification of Experience with Children/Adolescents Form
Complete the form identifying a 30-hour experience working with children/adolescents. A candidate may combine two experiences to meet the 30-hour experience requirement.
5. Teacher Candidate Dispositions Self-Assessment Form
This form is to be completed by the teacher candidate as a self-evaluation.
6. Understandings Form
Read, sign, date, and submit with your application.
Code of Ethics and Professional Dispositions
Listserv Enrollment and EMAE Membership - Confirmation of Liability Coverage
Enrollment in the Education listserv
All teacher candidates need to subscribe to the Education listserv, as this is how we send program

information, scholarships, deadlines, job opportunities, meetings, events and more out to students. To subscribe to the listserv:

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

EMAE Membership - Confirmation of Liability Coverage

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

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

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

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

Teacher Candidates Holding a Previous Degree:

Teacher Candidates with an AA Degree

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

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

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

Tier 3 or 4 Licensed Teachers

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

Once the application is completed and submitted, the advisor for the candidate reviews the application to determine whether all minimum criteria have been met. If so, the faculty advisor moves the application forward to be considered by the Teacher Preparation Program Licensure faculty, and recommends the candidate for admission to the Teacher Preparation Program. The candidate’s qualifications and dispositions are reviewed by all faculty, and a vote is taken. Candidates are informed of the result of the admission decision

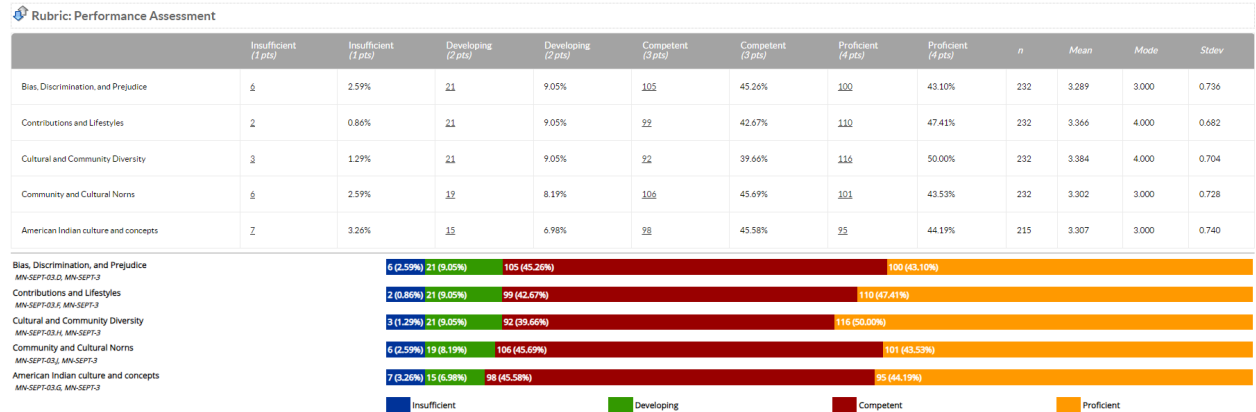
and any remediation needed. Admission to the Teacher Preparation Program allows candidates to register for methods courses at the 300-400 level and to progress towards recommendation for student teaching.

Checkpoint II: Standards of Effective Practice

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

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

Figure 5. Human Relations for Teachers – Native American Project & Textbook Analysis for Bias



Checkpoint III: Methods

Key assessments include:

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

Endorsements to Elementary:

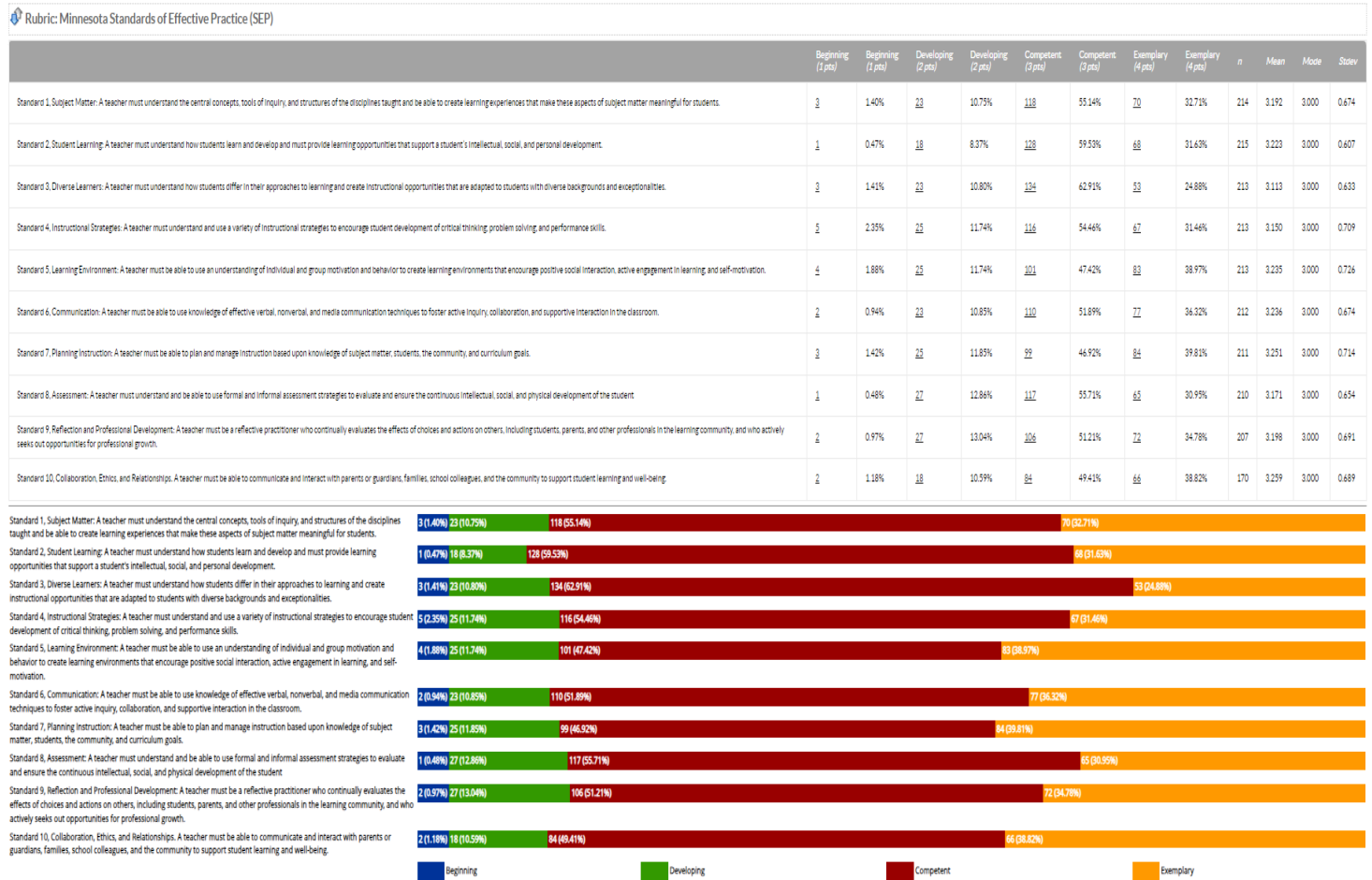
Pre-primary - ED 330

- 5-8 Math – ED 412 content methods course
- 5-8 Science – ED 413 content methods course
- 5-8 Social Sciences – ED 416 content methods course
- 5-8 Comm Arts – ED 414 content methods course
- K-8 Spanish – ED 409 content methods course
- SEC/K-12 – content methods course | classroom management plan
- DAPE – PE 220 unit
- K-12 Reading – ED 451/551
- SPED - SPED 430, SPED 480
- TESL – TESL 435 (TESL unit)

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

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

FIGURE 6. Pre-Student Teaching Experience – PSTE Experience in AY2024



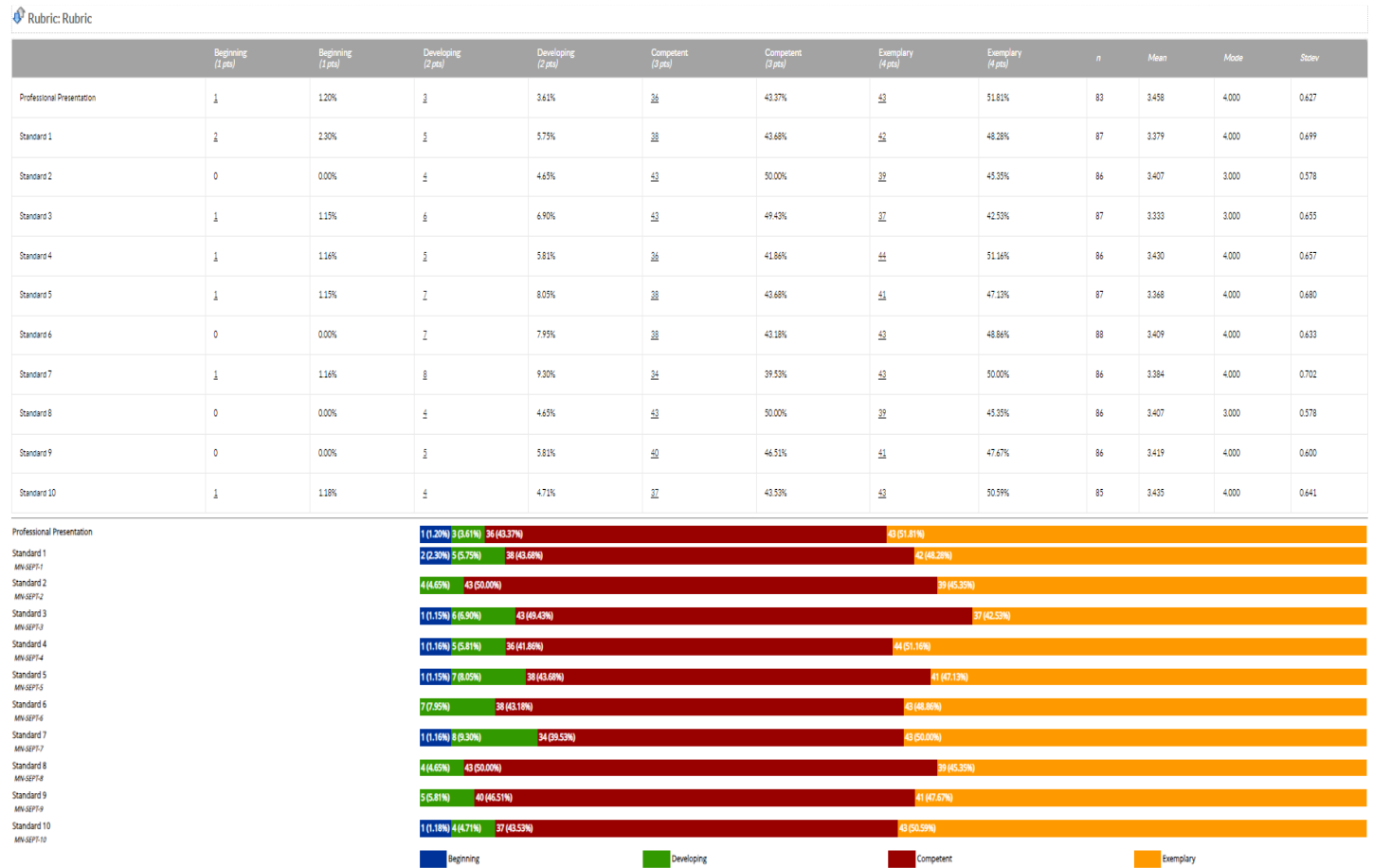
CHECKPOINT IV: Student Teaching

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

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

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

FIGURE 7. AY2024 Graduation Portfolio Review Results.



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

Licensure:

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

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

TABLE 12. Checkpoints with Key Assessments for SMSU School of Education

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

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

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

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

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

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

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

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

Standard 3.E.

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

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

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

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

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

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

Chemistry Education 9-12: same as Biology Education

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

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

Standard 3.C.

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

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

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

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

ED 318:

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

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

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

ED 361:

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

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

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

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

Standard 3.A.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard 3.E.

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

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

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

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

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

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

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

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

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

3.B. A teacher of middle level students understands the teaching of an academic subject area that integrates understanding of the academic content with the teacher's understanding of pedagogy,

students, learning, classroom management, and professional development. The teacher of middle level students in grades 5 through 8 must:

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

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

Subp. 6. Teaching and learning.

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

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

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

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

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

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

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

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

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

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

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

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

Physical Education K-12: unit in PE 401

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The teacher must demonstrate knowledge of the:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The teacher must be able to:

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

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

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

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

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

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

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

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

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

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

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

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

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

current review prior to when candidates would take these tests. During AY2023, the SMSU pass rate for this subtest was 88%; up from 81% from the previous year.

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

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

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

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

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

a program review in the spring of 2014 and is due for a program review.

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

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

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

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

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

Assessment criteria:

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

GPA of majors

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

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

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

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

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

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

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

CHECK POINT TWO: Per Semester

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

CHECK POINT THREE: Completion of Graduate Program

Master of Science: Education

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

Master of Science: Special Education

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

Masters in PE: Coaching of Sport

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

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

1. Alumni Survey

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

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

SECTION IV. Strategic Plan

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

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

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

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

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

Table 13. Strategic Plan – School of Education Objectives based on Strategic Priority 1

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

Strategic Priority #2: Inspire academic success and discovery through innovative teaching, research, student support services, and other high-impact experiences. Foster high-quality teaching and learning and a campus culture that encourages, celebrates, and promotes undergraduate and graduate student and faculty research and creative work.

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

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

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

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

Table 14. Strategic Plan – School of Education Objectives based on Strategic Priority 2

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

Strategic Priority #3: Foster civic engagement and strategic partnerships. Develop deep, reciprocal, equitable, and sustained partnerships within our community and region that contribute to the public good, positively impact the environment, strengthen the local and regional economy, and enhance the education of our students.

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

Table 15. Strategic Plan – School of Education Objectives based on Strategic Priority 3

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

Strategic Priority #4: Support student engagement and leadership development. Offer holistic support services and opportunities for student engagement that contribute to the development of well-rounded leaders.

- Goal 1: Provide an array of services to meet the diverse needs of students and strengthen the success of students of color, first generation students, and Pell-eligible students.
- Goal 2: Identify, support, and strengthen campus opportunities designed to foster student engagement with a focus given to students of color, first generation, and Pell-eligible students.
- Goal 3: Develop, support, and promote opportunities designed to develop student leadership.

Table 16. Strategic Plan – School of Education Objectives based on Strategic Priority 4

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

Strategic Priority #5: Ensure Effective Institutional Operations and Community Well-being. Create a highly supportive environment focused on the physical, intellectual, and emotional well-being of the University community.

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

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

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

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

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

Table 17. Strategic Plan – School of Education Objectives based on Strategic Priority 5

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

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

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

Table 18. Strategic Plan – School of Education Objectives based on Strategic Priority 6

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

TABLE 19. Faculty Qualifications for the School of Education

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

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

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

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

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

SMSU Requirements:

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

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

RECRUITMENT AND RETENTION

Grants.

APPENDICES

Appendix A

[2023 Institutional Report on Teacher Education](#)

Appendix B

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

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

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

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

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

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

School of Education Program Goals and Student Learning Outcomes

SMSU Teacher Education Inclusive Communities of Practice Investigating Learning and Teaching

Description

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 20. Crosswalk of Liberal Education Program (LEP) Student Learning Outcomes (SLOs) with Education Program Courses and Mapped Standards of Effective Practice

LEP SLOS	PRO G-RAM SLOS	PROGRAM COURSES							CAPSTONE Student Teaching
		ED 101	ED 312/ SOC212/ SOI 331	ED 301	ED 423	ED 443/444/ 458	ED 304/4 59/L PSTE	EMAE ED MN Aspiring Educators	
Communication	SEP 6	I	R	A	A	A	A	R	A
Critical Thinking	SEP 4	I	R	A	A	A	A		A
	SEP 7	I		A	A		A		A
Critical Thinking	SEP 8	I	R	A	A	A	A		A
History and the Social and Behavioral Sciences & People and the Environment	SEP 9	I		A	A	A	A		A
	SEP10	I	R	A	A	A	A		A
Human Diversity & Global Perspective	SEP 2	I		A	A	A	A		A
	SEP 3	I	A	A	A		A		A
Ethical and Civic Responsibility	SEP 9	I		A	A	A	A		A
Ethical and Civic Responsibility	SEP 5	I		A	A		A	R	A
	SEP 10	I	R	A	A	A	A	R	A

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

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

Table 21. Education Course Assessments addressing LEP SLOs

Courses in the Major	LEP SLOs address-ed by course	Assessment Methods	Timeline	Person Responsible for Collecting Evidence	Process for Analyzing Evidence	Documentation of Continuous Improvement
ED 101 Introduction to Education & LAB	2-10	Philosophy of Education – rubric in Livetext	Currently available	Course instructors; Director of Clinical Experiences in Education	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Changes made to SMSU Lesson Plan Template, updates to ED 101 Lab handbook
ED 102 Technology: Classroom Applications & Portfolio	2-10	Professional Development project; presentation	Was document ed in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Updates to project requirements. ED 102 was removed from Key Checkpoint system when PERCA was adopted Jan. 2016.
ED 251 /PSYC 341 Introduction to Child Growth and Development	2, 4, 6, 8, 10	Child development project	Was document ed in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Updates to project requirements.
SPED 290 Introduction to Special Needs & LAB	3, 5, 6, 7, 8, 10	Philosophy of Special Education, presentation	Was document ed in Livetext prior to 2016; could be pulled from D2L	Course instructors	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Updates to project requirements
ED 312/ SOCI 331 Human Relations	3, 4, 6, 8, 10	Text analysis for bias; Native American Project	Currently available	Course instructors; Director of Clinical Experience in Education	Review of results by faculty teaching the course, reports to undergraduate ED / TPP faculty	Updates made to project requirements
ED 301 The Teaching & Learning	2-10	Classroom management plan	Currently available	Course instructors;	Review of results by faculty teaching	Addition of assessment of

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

The edTPA scores reported for AY2024 in Table 22.

Table 22. edTPA Reporting as of June 2024.

edTPA Handbook	Cumulative Score Mean	Task 1 Passing = 13 Mean Score	Task 2 Passing = 13 Mean Score	Task 3 Passing = 12 Mean Score	Scores of Distinction
AG	N<10	N<10	N<10	N<10	0
ECE	39.3	13.8	13.1	12.4	0
Elem. Literacy	43.4	14.5	14.3	14.3	0
Elem. Math	N<10	N<10	N<10	N<10	0
ESL	N<10	N<10	N<10	N<10	0
Health	N<10	N<10	N<10	N<10	0
Middle History/SS	N<10	N<10	N<10	N<10	0
Sec ELA	N<10	N<10	N<10	N<10	0
Sec History/SS	N<10	N<10	N<10	N<10	0
SPED	41.9	14.4	14.3	13.1	1
PE	N<10	N<10	N<10	N<10	1
Visual Arts	N<10	N<10	N<10	N<10	1