This Institutional Report (IR) Addendum provides St. Cloud State University (SCSU) responses to each concern noted in the Offsite Report. All exhibits supporting this report can be found on the SCSU accreditation website, in the IR Addendum Evidence folder.

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS
1.4 Areas of concern related to continuing to meet the standard

1. *The unit has not presented sufficient evidence for advanced programs that candidates possess the knowledge and skills in their field. Rationale: The lack of data provided for advanced programs, other than Counseling, inhibits reviewers from making decisions relative to candidate performance.*

Response: Information on Educational Administration programs, Reading Licensure, English as a Second Language, Parent Education and Library Media were originally provided, albeit briefly. The following provides more in-depth information regarding candidate performance in advanced programs.

- **Educational Administration**: Candidates in the advanced programs leading to licensure as school administrators demonstrate the depth of their knowledge and skill through internships, at the end of which they are evaluated by the on-site and university supervisors. The panel assessment rubric is aligned with discipline-specific knowledge and skills delineated in the Minnesota Competencies for School Administrators (Exhibits 1.4.c.11 & 13). Core leadership competencies for all school administrators are assessed in the pre-post self-assessment (Exhibit 1.4.c.10). Candidates complete an electronic portfolio during their practicum that provides further evidence in each of the required competencies. (Exhibit 1.4.c.15). Based on the data from these assessments it is clear that candidates in all areas attain the necessary knowledge and skills in their field.
  - *Principal Candidates:* The pre/post self-assessment study (Exhibit 1.4.d.13) demonstrates that principal candidates excel in values and ethics based on their self-ratings at the time of completion coupled with the considerable growth they report in this domain. Other strengths of the principal program include: communication, leadership, diversity leadership and K-12 leadership. The Situational Panel Assessment is scored by a site supervisor and a university supervisor. Principal candidates scored highest in the area of monitoring student learning (Exhibit 1.4.d.14).
  - *Special Education Director Candidates:* The pre/post self-assessment evidences program strengths in the areas of communication, organizational management and values/ethics. These candidates reported the most significant growth in the areas of community relations and safety/security (Exhibit 1.4.d.13). The Situational Panel data clearly identifies the area of research allocation as a program strength (Exhibit 1.4.d.14).
  - *Superintendent Candidates*: The pre/post self-assessment indicates that these candidates grew most in the areas of human resource management and judgment/problem analysis, but rated themselves highest in the areas of community relations, safety and security, political influence, and policy/law

(Exhibit 1.4.d.13). The Situational Panel Data demonstrate that the policy and law are relative strengths of the superintendent program (Exhibit 1.4.d.14).

- ○ *MS degree programs*: Candidates in these programs complete a portfolio and thesis in addition to the pre/post assessment. A recent qualitative analysis (pilot study) of selected MS student portfolio evidence indicated that students have strong conceptual or theoretical knowledge; but evidence is weaker for demonstration of skills and dispositions. Indications for program improvement require that faculty focus on helping these students at the Master's level address skills attainment and dispositions.

- **Reading**: This is a relatively small program at St. Cloud State University. 100% of the 41 program completers have successfully passed the content examinations required for licensure in the State of Minnesota, demonstrating their knowledge in this field. (Please see *Advanced Candidate Competency - Updated* in the IR Addendum Evidence folder.)

- **Library Media:** The Library Media program is also relatively small. 100% of the 20 examinees (2010 to date) have passed the content examinations required for Minnesota licensure. (Please see *Advanced Candidate Competency - Updated* in the IR Addendum Evidence folder.)

- **English as a Second Language:** It is somewhat difficult to differentiate advanced and initial licensure candidates in this program. This is an issue that the program coordinator and the Registrar are addressing. The data provided in the *Advanced Candidate Competency - Updated* document demonstrates that graduate level, advanced candidates in this program have sufficiently acquired the content required for licensure in Minnesota.

- **Parent Education:** The report on Parent Education outcomes was originally provided as Exhibit 3.4.f.13, and has been included in the IR Addendum folder as *Parent Education Outcomes*. The data provided is collected at the end of student teaching and is separated into four domains: I) Professional Attitudes and Behaviors, II) Personal Characteristics/Dispositions, III) Instructional Skills and IV) Group Facilitation Skills. The trends over time show that candidates perform best in Domain II: Characteristics and Dispositions, and the program has seen the most growth in the area of Domain III: Instructional Skills.

- **Early Childhood Special Education:** The report on Early Childhood Special Education Outcomes is included in the IR Addendum folder as *ECSE Advanced Licensure Report*. The data provided in this report demonstrate that ECSE candidates perform well in key assessments at the initial, mid-point and end stage of their program.

- **Special Education:** The report on Special Education post-baccalaureate programs is included in the IR Addendum folder as *Special Education Advanced Program Data*. This report demonstrates that 100% of candidates met criteria across the three domains of classroom management, professional behavior and teaching standards.

- **World Languages and Cultures: Chinese:** As an experimental program, the teaching Chinese (Mandarin) program reports to the Minnesota Board of Teaching each year. The report provided to the Board of Teaching in June 2014 has been provided in the IR Addendum Folder, titled *Mandarin Evaluation*. Strengths of this program include

successful completion of coursework and licensure requirements by 86% of candidates. Challenges being addressed by the program are outlined in the above referenced report, and include developing an appropriate K-6 licensure program for candidates teaching in Chinese Immersion classrooms, seeking formal curricular approval and supporting graduates in the field.

1.5 Evidence for the BOE Team to validate during the onsite visit

1. *What is the status of the formation of a teacher education unit? Exhibit 1.5.g.5 is a proposal from 2010 but is reference in the IR relative to SCSU taking steps to affirm the creation of this unit in June 2014. The status of the proposal and the steps taken in June 2014 are not clear.*

   Response: Exhibit provides evidence that the Teacher Education Unit Proposal was accepted, after input and revision, by the Provost and Academic Vice President (Originally titled Exhibit 6.4.b.5, retitled *IR Addendum: TEU-Affirmation*). He states, "As of July 1, 2014, I am authorizing the Dean of Education who shall serve as head of the Teacher Education Unit to implement those components of the proposal that are not currently in place." The language revisions that were made to the original proposal as a result of the input and review process are found in the document entitled *IR Addendum: TEU-Final*.

2. *Though the IR indicates that courses only and not programs are offered at off-campus sites, the Twin Cities Graduate Center webpage seems to indicate that programs are offered in Educational Administration and Leadership (Ed.D.) and master's degrees in Special Education Director, Community Education Director, Principal, and Superintendent. Further North Branch Partnership (Exhibit 1.5.h.2) indicates that programs leading to licensure in Special Education K-12: Learning Disabled and certificate programs in Curriculum and Instruction master's program including certificates in K-12 Teacher Leadership, K-12 Instructional Technology, and K-12 Reading are offered or planned. Plans include offering courses for an ASD certificate and a Technology Integration Certificate.*

   Response: The IR was in error, describing our North Branch and Twin Cities Graduate Center as offering only courses not programs. In fact, both locations have been approved by the Higher Learning Commission as off-site programs. Program offerings in North Branch are intended to meet local needs, and the project coordinator, an employee of the North Branch School District, assists in determining the interest and demand for graduate or undergraduate licensure programs in that eastern part of central Minnesota. Programming is designed to accommodate the schedules and lifestyles of busy educators, with classes held primarily in the evenings, in North Branch. Currently there is a cohort working toward the Curriculum and Instruction Master's Degree with a Technology Integration Certificate.

   The Twin Cities Graduate Center (TCGC) provides easy access to affordable education for working professionals in the metro area. The educational administration doctoral cohorts meet at the TCGC, as do the post Master's graduate certificate programs in K-12 Principal,

Superintendent and Director of Special Education. Master's and specialist degrees are not offered there, nor is the Community Education Director program; although students are able to take any course offered at that location that may contribute to the completion of a degree or certificate.

a. *It isn't clear how the Curriculum and Instruction offerings and the ASD certificate fit into the list of SCSU program offerings.*
Response: Students in the Curriculum and Instruction program are licensed teachers working on a Master's Degree. This program does not lead to an additional teaching license, but provides advanced professional development and career growth.

b. *Is the ASD certificate the Special Education Autism Spectrum Disorders?*
Response: There are two graduate programs that address autism. The Autism Certificate is an interdisciplinary program that consists of nine credits (3 courses). The three courses come from three different disciplines: Special Education, Community Psychology and Communication Sciences and Disorders. This certificate does not lead to licensure, but provides an opportunity for professional development and career advancement for already licensed educators. The graduate certificate in Autism Spectrum Disorders, is a 32-38 credit graduate certificate that does lead to licensure. This program is also interdisciplinary in nature, but is predominantly comprised of courses in Special Education.

c. *What program of study includes the K-12 Teacher Leadership certificate?*
Response: The K-12 Teacher Leadership certificate is housed in the Teacher Development department, and does not lead to licensure. This certificate program was developed in response to Minnesota legislation, enacted in 2005, to provide quality compensation (QComp) and professional development for the state's teaching force. One of the components under QComp was career ladder advancement, which the Teacher Leader certificate fulfilled. This is an 18 credit graduate certificate which incorporates coursework in child and family studies, teacher development, social justice and educational leadership.

d. *Clarify the extent of offerings at all remote sites including instructor information.*
Response: Please see Offsite Course Offerings in the IR Addendum Evidence folder, which details the courses offered off-site for the past two semesters. As can be seen, there have been two courses offered each semester in North Branch, one by an Information Media faculty member and one by a Teacher Development faculty member. Our offerings at the Twin Cities Graduate Center in educational administration are taught by SCSU faculty, with the exception of one adjunct offering each semester (EDAD 657 and EDAD 630). The EDAD Staffing Chart provides a 15 year staffing trend for our advanced programs in educational leadership both on and off campus. The data illustrate that the program has been successful in maintaining a strong faculty presence in programming at the TCGC.

3. *How is the Unit addressing low candidate performance, particularly in Earth and Space Science (9-12), Middle Level Science (5-8), Social Studies (5-12), and World Language and Culture Spanish (K-12) which have cumulate pass rates from 2010-2014 that are below 80percent on the Minnesota Teacher Licensure Examinations (MTLE)?*

Response:

- Earth and Space Science: The issue of low passing rates for Earth and Space Science examinees is not unique to St. Cloud State University. The MTLE 2010 technical report (pp 35-36) indicates that the statewide passing rate on this content exam was only 48% on Subtest 1 and 41% on Subtest 2 in 2010-11. In fact, because the entire state was faced with low passing rates the Minnesota Board of Teaching empaneled a group of experts to review the passing scores on six content exams, one being Earth and Space Science. On March 15, 2013, the BOT voted unanimously to adjust the scores.

  The document entitled *Earth and Space Science Examinees* provides details about the status of each SCSU examinee. Of the eight students that have attempted the Earth and Space Science exam, six have passed, putting the passing rate for that program at 75%. This is somewhat misleading, however, as one of the non-passers was a triple major who holds valid teaching licenses in Chemistry, Biology and Middle Level Science, and is currently teaching. The second non-passer is also teaching, on a limited on year, renewable license.

  The Earth and Space Science faculty continue to monitor and assess the content examination passing rates. They are also re-examining the course work in ASTR 106 and ASTR 205 to ensure they are addressing the necessary content. Content faculty are collaborating with the MTLE (resource) Center to further evaluate the usefulness of the study materials provided by Pearson, and available to our candidates via the MTLE website.

- Middle Level Science: The passing rate on the Middle Level Science content examination is skewed by the fact that the requirements for attaining a K-6 license have changed in the past several years. Prior to fall 2010, candidates were required to choose a 5-8 cognate area of specialty in addition to the K-6 content. In 2010 the administrative rule changed, allowing candidates to obtain a K-6 stand-alone license if they attempted their cognate content exam, but they were no longer required to pass (see *MN Board of Teaching-Oct. 2009*.) As such, many candidates who had no intention of teaching at the middle level failed their 5-8 specialty exam, and went on to successfully apply for the K-6 stand-alone license. Please refer to the *Middle Level Science Examinees* exhibit that details this situation. All of the 17 candidates who did not pass the Middle Level Science exam are elementary education majors, 94% of whom have passed the K-6 content examinations.

- Social Studies: Social Studies education in Minnesota, unlike some other states, is a

very wide field, requiring candidates to master content knowledge in economics, sociology, geography, history and government/civics. Currently 125 candidates have attempted the social studies content examinations, and 100 (80%) have passed.

The Social Studies (SST) program has studied the issue of passing rates and is making positive changes to assist candidates. Each social studies major is required to meet with their SST advisor, who reminds them about the MTLE tests and provides them with information about registration, how to locate the MTLE Center and possible study aids. In SST 453: Teaching Social Studies in the Secondary and Middle School, the Director of the MTLE Center at SCSU is invited in to speak to students about how to get registered and where to find materials to help study for the required tests. Students in this course are also required to turn in a weekly study guide showing what they have done to prepare for the MTLE test. In addition, the SST program has created a website that lists a series of resources students can use to prepare for the pedagogy and content tests. Finally, the program has created a "study section" in the SST Resource Room made up of sample tests, textbooks, a computer and other research aids.

- World Language and Culture (Spanish): The Spanish content examination consists of two subtests. 22 candidates have attempted the entire battery of exams, and of those, 18 (82%) have passed. One candidate has only taken one of the two subtests. The exhibit *Spanish Examinees* provides additional information about each candidate. One of the non-passers has passed and is fully licensed in teaching English as a Second Language. A second non-passer is teaching on a limited one year license.

  The Spanish Department is acutely aware of the challenges their candidates face with the MTLE content examinations, and have taken the following steps to provide support to their candidates:
    - Revised the curriculum (it is currently in the curriculum process). As a result the number of credits in the BS major has increased. SPAN 220 is now three credits (previously 2), the courses at the 300 level were de-sequenced and made more proficiency- based and the 400 level classes were revised to ensure that students develop their language production skills.
    - Through support from a TPI mini-grant, Spanish faculty met with the TESL faculty and jointly revised our methods courses so that they align. Consequently, we are recommending that our students do a Spanish major and ESL minor combination, which will make them stronger candidates.
    - Students will start their field experiences earlier and take the methods courses later, following a recommendation from the SOE.
    - Students will now do 8 hours of student teaching under the Education rubric and 4 hours of student teaching (previously 2) under the Languages

and Culture rubric, giving them more content-specific feedback.

4. *Are there data for advanced programs other than counseling? No data were reported for advanced programs other than Counseling. Data are necessary to demonstrate that candidates have adequate knowledge and skills related to the programs in which they are enrolled.*

Response: Please see response to 1.4, above. The following exhibits in the IR Addendum folder contain data related to knowledge and skills of our advanced candidates:

- [Advanced Candidate Competency – Updated](#)
- [Earth and Space Science Examinees](#)
- [Early Childhood Special Education Advanced Licensure Repor](#)t
- [Mandarin Evaluation](#)
- [Middle Level Science Examinees](#)
- [Parent Education Outcomes](#)
- [Pre-Post Self-Assessment Study](#)
- [Situational Panel](#)
- [Spanish Examinees](#)
- [Special Education Advanced Program Data](#)

STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION

2.3b Areas for Improvement Continued from Last Visit

1. *The unit's use of multiple information technology systems limits faculty ability to access and use data for program improvement. Rationale: While progress has been made to address this AFI, the process is not yet fully operationalized. There is limited evidence that aggregated data has been collected for key assessments, and summarized in such a way that candidate performance can be analyzed or applied.*

Response: It is true that our transition to Tk20 is not yet complete. We continue to move forward with implementation by providing opportunities for faculty development in the use of this data system to collect key assessment data relative to program improvement and complete the entire assessment cycle, including documenting program changes and improvements. The institutional Assessment Steering committee is reviewing the state of assessment planning and reporting campus-wide, and has formed a small group, to study the assessment of assessment (meta-assessment). In addition, the Assessment Steering Committee is developing institutional [policy recommendations](#) regarding the need for all programs to systematically collect, review and analyze key data, discuss implications, developing and documenting corresponding program changes. The School of Education's Director of Assessment and Accreditation is involved in both the meta-assessment group and the Assessment Steering Committee.

Currently, programs collect, analyze and review course-related key assessment data. Other program and unit-level data is disseminated through a SharePoint site, providing faculty access to the reports at any time. The Teacher Education Unit held an Education Forum on February 19, 2015, for the purpose of analyzing unit data and developing action plans and goals. Exit data and edTPA data were disseminated illuminating both strengths and areas for improvement. Participants worked in interdisciplinary and program-specific small groups to analyze the data and develop recommendations for change. A summary of event evaluations indicate that the Forum was well-received and that the majority of participants would like to have more opportunities to share and discuss data in the future. A follow-up discussion focused on the themes emerging from the Forum, and resulted in recommendations for change. The Assessment and Accreditation committee will be setting the assessment calendar for the 2015-16 academic year, which will include one or two Education Forums, by the end of this semester.

2.4 Areas of concern related to continuing to meet the standard

1. *The unit does not have a fully developed assessment system that defines a clear process for data collection and analysis, reflects the conceptual framework, professional and state standards and regular evaluation by its professional community. Rationale: The assessment system appears to consist of a collection of assessments that are individually connected to the conceptual framework and professional and state standards. There is limited evidence that the system is articulated as a system even though its various assessments components are evaluated regularly. There is no evidence that the system is evaluated by the professional community. There appears to be no coherent process by which data are collected, aggregated and reported by the unit personnel. There is no individual responsible for data collection and reporting.*

Response:
The School of Education has had a position dedicated to the collection and reporting of data since before our last NCATE visit in 2008. There have been changes to the structure of that position, with reorganization activities at the institutional level. Currently, the Director of Assessment and Accreditation is assisted by a full-time technical specialist. In addition, each academic department and key office in the school of education and representative K-12/5-12 program elects faculty/staff representatives to the Assessment and Accreditation Committee. These elected members are responsible to liaise with the Assessment Committee, representing their departments and serving as a communication conduit between departments and assessment operations. The Assessment and Accreditation committee meets twice monthly, and is facilitated by the Director of Assessment and Accreditation. Our assessment system has changed some in the past two years as we have transitioned between electronic data platforms and systems. The documentation regarding our assessment system is undergoing final review and will be available for the team during the onsite visit.

In addition, there is an Assessment Working Group (AWG) that is part of the Teacher Preparation Initiative. Two proposals have come out of that committee, which are located in the IR Addendum folder (Assessment Working Group Proposal and AWG Proposal 2). Meeting

minutes reflect the discussions related to assessment findings with our P-12 partners, as well as strengthening the assessment system for the unit, and can be found on the TPI website.

2.5 Evidence for the BOE Team to validate during the onsite visit

1. *Is there a file of student complaints, unit responses and resolutions to be reviewed during\the onsite visit?*

Response: Student complaints are maintained in the Office of the Dean and will be available for review during the onsite visit.

2. *Who is responsible for compiling unit assessment data from the individuals who are assigned various collection/compilation responsibilities?*

Response: The responsibility for compiling unit assessment data is that of the Director of Assessment and Accreditation. The Director of Assessment and Accreditation convenes the Assessment Committee and works directly with program chairs, coordinators and faculty in the development of assessment instruments. In addition, the Technical Specialist in the Assessment Office provides professional development to faculty and staff in the use of Tk20, and assists with the compilation of unit data.

3. *Is there a single document or source that describes or portrays the unit assessment system?*

Response: The *Assessment System Article* that was written in 2010 by Dr. John Hoover and Dr. Elaine Ackerman does a nice job of describing our assessment system and the context of assessment at SCSU. The Assessment Committee will make revisions to reflect our new conceptual framework, use of Tk20 and the advent of the teacher education unit. The revised document will be available for the team onsite.

4. *Is there a schedule for data collection, dissemination, and review?*

Response: The schedule for data collection, dissemination and review was previously submitted as Exhibit 2.4.a.1, and has been added to the IR Addendum folder as *Assessment Matrix*.

5. *Are there data for advanced programs other than Counseling for the reviewer to assess?*

Response: The following exhibits in the IR Addendum folder contain data related to knowledge and skills of our advanced candidates:
- Advanced Candidate Competency – Updated
- Earth and Space Science Examinees
- Early Childhood Special Education Advanced Licensure Report
- Mandarin Evaluation
- Middle Level Science Examinees

- [Parent Education Outcomes](#)
- [Pre-Post Self-Assessment Study](#)
- [Situational Panel](#)
- [Spanish Examinees](#)
- [Special Education Advanced Program Data](#)

STANDARD 3: FIELD EXPERIENCES

3.5 Evidence for the BOE Team to validate during the onsite visit

1. *For candidates in advanced programs, how many hours are required for the practica?*

Response: Practica experiences vary from program to program.

- **Educational Administration.** An applicant for licensure as a superintendent, principal, director of special education or community education director must have field experience of at least 320 hours or 40 eight-hour days to be completed within 12 continuous months. For *principal licensure*, field experience must include at least 40 hours at each level not represented by the applicant's primary teaching experience including elementary, middle or junior high, and high schools. For *director of special education* the field experience must include at least 40 hours or one week at a special education administrative unit other than the primary experience of the applicant. An applicant for *director of community education* licensure must also complete a 320-hour field experience under the supervision of a licensed practicing director. It is recommended that the applicant spend 40 hours in a community education setting other than the one in which the majority of hours are collected. (See: *[EDAD Post Masters Graduate Certificate Data](#)*, in the IR Addendum folder.)
- **Library Media.** By state requirement, candidates seeking a license in a second area (Advanced Candidates) are required to serve in a library media center under the supervision of a licensed library media specialist for a total of 200 hours. The time must be divided between and an elementary (K-6) and a secondary (5-12) setting.
- **English as a Second Language.** Candidates in the advanced program for English as a Second Language often come in as educators who are teaching on a variance, as this is a high need area in our region. These candidates are evaluated on an individual basis and the faculty advisor determines the extent of clinical experience required given the candidate's essentially equivalent experience (EEE). As such, student teaching times vary for advanced licensure ESL candidates.
- **Parent Education.** St. Cloud State University offers one of only two programs in Minnesota to prepare parent educators. This program has been designed to meet the needs of students who have jobs and family responsibilities. Classes are offered in the evenings, on weekends, and in the summer. Students are enrolled from around the state, and practicum placements must meet the needs of students while also satisfying licensing requirements. Requirements for parent education student teaching, include:

o Completion of 90 hours of clinical experience; however, this may be reduced based on established formulas that take into account direct teaching time with parents.

o Placement with a cooperating teacher who has at least three years of experience as a licensed parent educator.

o Monitoring by at least two observations from the University Supervisor, who is expected to have a license in parent education and at least a Master's degree (preferably a Doctoral degree) in a field related to early childhood education and/or parent education.

- **Early Childhood Special Education.** Candidates for advanced licensure in Early Childhood Special Education are placed in student teaching experiences through the Office of Clinical Experiences. Candidates who hold a current teaching license in special education or early childhood education may student teach for 6 weeks, rather than the full 16 weeks, if they can document prior experience at the infant/toddler and/or the preschool level. Candidates must have clinical or practical experiences at both levels for a minimum of six weeks.

- **Special Education.** Candidates at the advanced level in special education complete a practicum in summer reading and math camps. The Reading and Math Camp is a collaborative program between the Sauk Rapids-Rice public schools and the Department of Special Education at St. Cloud State University. The camp is a graduate-level teacher practicum that provides summer Targeted Services to more than 225 students in first through ninth grade. The camp is designed to build students' reading and math skills while facilitating the professional growth of graduate special education teacher candidates. High quality, direct instruction is provided to students that use teaching methods that are strongly supported by current research. Every student's progress is closely monitored within supportive, co-taught classrooms, and a positive climate for academic success is nurtured throughout the six-week program.

- **Chinese (Mandarin).** Candidates in this advanced program complete student teaching assignments, both in immersion classrooms as well as in K-12 Chinese language classrooms. Placements are made through the Office of Clinical Experiences.

2. *How are the sites determined? How are they monitored during their practicum?*

Response:

- **Educational Administration.** Licensure candidates self-select their field experience placements; a majority of these school settings are located within the central Minnesota region. Based on district data from the Minnesota Department of Education, in 2012, 30% of our candidates planned their field experiences in diverse settings. In 2013, 29% planned their field experiences in diverse settings; and in 2014 that number dipped to just 17%. It is clear that our educational leadership programs needs to be more intentional in assisting candidates to select school settings; less

out of convenience to the candidate, and with greater emphasis on settings with diverse populations.

Three components are included in a successful field experience: observation, practice, and guided reflection. The on-site supervisor (licensed administrator in the licensure area sought) affords the student the opportunity to observe and assist while performing duties associated with the specific licensure area. The on-site supervisor also serves as a mentor and facilitator in developing activities for the competencies, allowing as much practice as feasible. The student uses written reflection as a tool for learning as the field experience progresses. The faculty in the Educational Administration and Leadership Department are the University Supervisors for the licensure areas. They have extensive practical and theoretical experience in educational administration.

- **Library Media.** The candidate proposes one or more sites (to cover the elementary and secondary requirements) to the university coordinator of the practicum. The coordinator then contacts the library media specialist and the building principal directly to determine if they will accept the candidate and that the site will offer a comprehensive experience for the candidate. If the library media specialist and the principal agree to hosting the candidate and the site is found suitable by the university coordinator, the candidate then selects a series of competencies as his/her priorities for the practicum experience. These competencies are chosen from the complete list of competencies required for licensure. The library media specialist then selects a series of competencies that represent the school's needs. The candidate and library media specialist work to establish an agreement for competencies upon which the candidate will focus during the practicum. This information is shared with the university coordinator.

  Candidates are monitored in consultation with the library media specialist. Prior to beginning the practicum, the candidate creates a schedule of the hours which is provided to the university coordinator. The university coordinator is an Information Media faculty member who previously was a licensed library media specialist in Minnesota and was employed in that capacity. The candidate completes a daily journal of his/her experience. The journal includes documentation of the hours and is submitted weekly to the university coordinator. The coordinator conducts two visits with the candidate and library media specialist during the practicum.

- **English as a Second Language.** Practicum placements are made by the Office of Clinical Experiences and monitoring is provided by the University Supervisor.
- **Parent Education.** The majority of the students in our advanced program for parent education teacher licensure are considered non-traditional students. Many work full time and have family responsibilities. They also may live throughout the state and travel a significant distance to attend classes and therefore their student placements need to be flexible based on their needs while ensuring our requirements are met. When placing students, the following aspects are taken

into consideration:

- o *The location of the student*. If a student lives in Rochester (approximately 3 hours from St. Cloud), it is important the student is placed a reasonable distance from his/her home.
- o *The program and student's schedule*. Both of these aspects must be taken into account. ECFE classes are offered based on the needs of the community, and students may have family and work commitments. We strive to accommodate the students schedule within the constraints of each community's ECFE schedule. This may mean a student will student teach in the evenings and on weekends, depending on the availability of ECFE classes.
- o *The diversity of the program*. We strive to place teachers in school districts with diversity. However, ECFE is a <u>voluntary</u> program. The parents who attend classes vary dramatically and may or may not represent the diversity of the district as a whole. Therefore, if available, we will intentionally place students in parent education classes that may target specific audiences, such as classes for fathers, classes for parents in jail, or classes for parents learning English. Again, the variety of ECFE classes available will depend on the community.

- • **Early Childhood Special Education (ECSE).** ECSE practicum sites are determined by the Office of Clinical Experiences. Candidates are monitored by the Cooperating Teacher who is licensed in ECSE and has at least three years of teaching experience. University supervision is provided by faculty members licensed and with school-based experience in ECSE. Both the cooperating teacher and the university supervisor complete three direct observations of the teacher candidate. In addition, the cooperating teachers completes a midterm evaluation to ensure that the teacher candidate is progressing toward ECSE competencies appropriately.

- • **Special Education.** The summer reading and math camp in which advanced candidates complete their practicum, is located in the Sauk Rapids-Rice school district. Candidates are placed with experienced special educators and are assessed in the domains of classroom management skills, professional behavior, and teaching skills.

- • **Chinese (Mandarin).** As a step toward converting the program from an experimental program to a formal licensure system, we have successfully moved to coordinating teacher candidate placements through the Office of Clinical Experience; this means that all of the assessments employed in our system and all oversight is applied to traditional teacher candidates are also applied to the K-12 Mandarin program.

3. *How have the candidates scored on the edTPA?*

Response: Candidates in advanced programs, who hold current teaching license do not complete an edTPA. Minnesota requires candidates to complete an edTPA at the time of program completion, but edTPA scores are not tied to teacher licensure. Scores are solely used for program improvement purposes. On October 3, 2014, the MN Board of Teaching adopted <u>edTPA standards</u> for use in program effectiveness reporting for continuous

improvement. A minimum of 70% of candidates in each program are expected to achieve the recommended score for each task: Planning = 13, Instruction = 13, Assessment = 12. The Fall 2014 edTPA Task Score Report illustrates that the majority of our programs meet this standard.

4. *What are the assessment results for candidates in advanced programs and other school professionals?*

Response: The following exhibits in the IR Addendum folder contain data related to our advanced candidates:
- Advanced Candidate Competency – Updated
- Earth and Space Science Examinees
- Early Childhood Special Education Advanced Licensure Report
- Mandarin Evaluation
- Middle Level Science Examinees
- Parent Education Outcomes
- Pre-Post Self-Assessment Study
- Situational Panel
- Spanish Examinees
- Special Education Advanced Program Data

5. *How do you evaluate candidate's impact on student achievement? What do the evaluations show?*

Response: Like many programs around the nation, our programs are struggling to identify the best way to capture candidate impact on student achievement. At the advanced level, the special education summer reading and math camps do the best job of capturing this data. The Summer 2013 results illustrate student growth in every grade level in both reading and math. Reading fluency gains ranged from 3% (grade 8) to 39% (Kindergarten) and math fluency gains ranged from 40% (grade 7) to 106% (Kindergarten).

As for initial licensure programs, impact on student learning has historically been captured through cooperating teacher observations and feedback, performance-based assessments by university supervisors, and most recently, edTPA. Standard 2 of the Minnesota Standards of Effective Practice address student learning, but really focuses more on an understanding of how students learn and providing appropriate opportunities for students to grow academically rather than on the actual measurement of student growth. Standard 8 of the Standards of Effective Practice focuses on assessment and the ability to use assessment strategies to ensure student growth, but again, not on the specific outcomes themselves. In looking at the candidate performance data from our 2012-13 completers, we are able to see how their perceptions of preparation in the area of student learning changes once they have a year of experience. Page 3 of this document shows candidates rating themselves just slightly lower in Standard 2 than either their cooperating teachers or university supervisors,

but after one year of teaching, the same group of candidates (although a significantly smaller sample) rated themselves significantly lower in this domain. In Standard 8, on the other hand, candidate ratings did not vary.

Woven throughout the edTPA requirements is a strong emphasis on student learning through planning, instruction, assessment and lesson modification. Rubrics 7 and 8, which focus on engaging student and deepening student learning, and rubrics 11-15, which focus on assessing student learning, can be used to examine the impact of candidate's on student learning. The edTPA Summary Comparison examines the performance of candidates at SCSU compared to the State of Minnesota as well as national performance. This comparison reveals that in Fall 2014, SCSU needs to examine candidate needs in the areas of engaging students in learning, providing feedback to guide learning and analyzing students'' language use and content learning. Strengths are evident in analysis of student learning.

6. *How are placements evaluated to determine if they are appropriate placements?*

Response: The Office of Clinical Experiences (OCE) is responsible for all student teaching and field experience placements for initial licensure candidates. Appropriateness of placements is determined based on the scope of licensure, the qualifications of the cooperating teacher and the content area of the candidate. The Office of Clinical Experiences also considers the diversity of prior placements in making student teaching placements, as all candidates are placed in at least one highly diverse setting. In 2013-14, 88% of teacher candidates experienced three or more diverse placements throughout the course of their program (See Diversity of Placements 2013-14). Candidates identify geographical preferences in placements, but exact matches are not always informally documented and reported by candidates to the OCE. Districts identify the teachers with whom they will allow candidates to be placed, and OCE then makes placement decisions based on that information. In advanced programs, the university coordinator or supervisor determine the appropriateness of placements based on the opportunities present for candidates to address the required competencies and the qualifications of the site supervisor or mentor.

7. *Are you able to provide a listing of all TPI committee membership along with role groups?*

Response: The list of current TPI committee membership is available in the IR Addendum folder, and is titled TPI Working Group Membership. Of the 87 individuals working on TPI initiatives, 26% are education faculty/staff, 24% are arts and science faculty/staff, 40% are P-12 representatives, 8% are faculty/staff/administrators from other parts of SCSU, including other school professionals and 2% are community representatives.

8. *How are placements tracked to ensure diversity of placements?*

Response: It is a priority for the teacher education unit to place all candidates in at least one diverse setting during the course of their program. The Office of Clinical Experiences created a comprehensive database to track candidate placements in order to ensure diversity in field experiences. As part of that work a committee was convened in 2009 to establish a means by which to track the type of sites our candidates were experiencing. Diversity criteria were developed to help monitor placements. The diversity criteria are updated every three years and are based on state averages, which are currently: Free or Reduced Lunch ≥ 40%; Students of Color ≥ 26%; Limited English Proficiency ≥ 8%; Special Education ≥ 15%. Each site is evaluated against these criteria and given a diversity rating, as follows. 1=Low diversity: The population of students in this site is below the state average in all diversity domains; 2=Diverse: The site is above or equal to the state average in one defined domain; 3=Highly diverse: The site is above or equal to the state average in two or more diversity domains.

With our transition to Tk20, every school site in the state has been loaded into Tk20 along with the diversity rating (see P-12 Placement Demographics). Of the candidates completing initial licensure programs in 2013-14, 88% experienced 3 or more diverse placements, and only 2% had no diverse placement. All of the students without any diverse placement were Parent and Family Educators (see Diversity of Placements 2013-14). As we transition to full implementation of Tk20, placement and diversity data will be easily accessible to all key stakeholders.

Advanced programs similarly attempt to ensure that candidates have experiences in diverse settings. As these field experiences also become integrated in Tk20, the same demographic data will be applied.

9.   *What supports are in place for candidates who need assistance?*

Response:
Each program has identified a liaison to the Office of Clinical Experiences. One of the responsibilities of the OCE Liaison is to "become the contact person regarding any concerns from the filed from schools and cooperating teachers. Liaison would meet with teacher candidate and faculty or appropriate program coordinator and district liaison." Faculty advisors also provide support for candidates needing assistance. In addition, there is a Minnesota Teacher Licensure Examination (Resource) Center in the School of Education that is staffed with graduate assistants who are supervised by the Student Relations Coordinator. These graduate assistants provide support and resources to candidates that are having difficulty successfully passing the MTLE exams. Due to the number of candidates that struggle with the MTLE Basic Skills exams, new 1 credit courses have been developed to provide the content review and/or foundational skills that may be missing in reading, writing or mathematics. Refresher workshops that cover key concepts in the basic skills are also offered to our candidates every semester at no charge.

When serious concerns are raised about the readiness of a candidate for the classroom, that candidate is removed from student teaching and a comprehensive action plan is developed jointly between the candidate, faculty advisor and Director of Clinical Experiences. When the issues have been successfully resolved and the action plan has been completed, the candidate may would be eligible to return to student teaching in a different placement.

STANDARD 4: DIVERSITY

4.4 Areas of concern related to continuing to meet the standard

1. *Extensive data tables provide information which needs to be summarized, by the unit, as specific indicators or evidence for evaluation during the review. Rationale: The unit must interpret for the reviewer data submitted as evidence needed to demonstrate both candidate performance and program improvement. Onsite interviews and review of supporting evidence are required.*

Response: A report entitled Diversity Data Analysis has been prepared summarizing the data previously provided as Exhibits 4.4.a.2 and 4.4.a.3. This summary report finds that across all ratings, overall, SCSU candidates for initial licensure leave the institution prepared to work with diverse P-12 students. This summary report also examines diversity outcomes for advanced candidates and other school professionals, with similarly positive findings. It is reported, however, that areas of weakness emerged in the ability to differentiate instruction on the basis of specific protected-class groups.

4.5 Evidence for the BOT Team to validate during the onsite visit

1. *How are the mission, vision and learning commitments of the institution reflected in diverse learning experiences of students and faculty?*

Response: St. Cloud State University is committed to providing all students with opportunities for active and applied learning, community engagement, sustainability and global and cultural understanding. Candidates enrolled in preparation programs for roles as classroom teachers, school administrators and other school professionals find that these commitments are also woven into the unit's conceptual framework. Our educator preparation programs feature extensive field experiences beginning at the introductory level, in both community and school settings (see Field Experience Summary, Fall 2013).

Our commitment to global and cultural understanding is evidenced by providing faculty and candidates with opportunities to study abroad, student teach in out-of-state and international settings and collaborate with international students and colleagues. St. Cloud

State University has a number of [global partnerships](#) that are vital to providing relevant and diverse experiences outside the St. Cloud area.

2. *What aspects of diversity and inclusion have become the foci of program and curricula needs based on data collection and review by the unit and university?*

Response: Based on data collected from teacher candidates and cooperating teachers, the elementary education program added a requirement for ED 460: Teaching English Language Learners in K-12, within the past two years. This course has been a requirement for secondary candidates for some time, but is newly required for elementary candidates. Candidates in our 5-12 programs are now required to take SPED 203: Exceptionalities and Human Diversity instead of SPED 425: Teaching K-12 Learners with Special Needs. SPED 203 focuses on both diversity *and* exceptionalities and includes a service learning project. The curriculum of HURL 497: Human Relations for Teachers, is regularly updated to reflect the changing issues facing society and the changing demographics of our region.

3. *Why were specific questions added to the Exit Survey that eventually led to the finding that SCSU candidates may lace confidence in their ability to differentiate instruction for various diverse student populations? What changes were made to program and/or curricula based on this information?*

Response: The ability to differentiate instruction to meet the varied needs of individual learners is an area that is critical for all initial licensure candidates. As the Common Metrics group began their work of developing valid and reliable instruments by which to measure candidate preparation, the representatives from all fourteen institutions across three states questioned how well their programs actually delivered that knowledge and developed those skills. As part of that work, the group also studied the new INTASC standards, the Minnesota Standards of Effective Practice and the CAEP standards, and decided, collectively, that we needed to better understand our candidates and their needs. There was agreement that as a collaborative, we needed to dig deeper to fully understand in what areas our candidates felt under-prepared. As a result, a number of new questions were written, allowing us to generate the data needed to understand specific programmatic strengths and areas for improvement.

In disaggregating the data from the Exit Survey ([Exit Survey Results](#), page 23), it was clear that not all programs at SCSU faced the same needs in terms of differentiating instruction for diverse populations. For example, the K-12 and elementary candidates felt least prepared to develop instruction for students on IEP's and 504's, while the secondary candidates felt least prepared to develop instruction for gifted and talented students. Special education candidates reported feeling least prepared in working with English Language Learners (although as one might predict, the special education candidates felt far more prepared than other candidates in almost every domain measured.)

STANDARD 5: FACULTY QUALIFICATIONS

5.4 Areas of concern related to continuing to meet the standard

1. *Evaluation of faculty teaching, scholarly activity and service. Rationale: No evidence of evaluation of faculty is provided.*

   Response: Due to data sharing concerns and the sensitive nature of performance evaluations, this evidence will be available in hard copy only, onsite.

5.5 Areas of concern related to continuing to meet the standard

1. *Are there examples of all types of (a) faculty evaluations (self, peer, dean), (b) course evaluations, (c) PDPs and (d) PDRs for the team to review?*

   Response: We have requested faculty volunteers to share examples of PDPs, PDRs and faculty evaluations with the team onsite. These will be made available in hard copy.

2. *Is there documented evidence of service contributions for review by the team?*

   Response: Faculty provide evidence of service contributions in their professional development materials. The team will see examples of this in the PDRs that are available for review onsite.

3. *Are there professional development programs in which faculty were engaged for review by the team?*

   Response: The largest professional development program in which all faculty have the opportunity to participate is through the Center for Excellence in Teaching and Learning (CETL). The CETL Report delineates the School of Education faculty involvement during the 2012-13 academic year.

STANDARD 6: UNIT GOVERNANCE AND RESOURCES

6.4 Areas of concern related to continuing to meet the standard

1. *The IR provides descriptions of initiatives and program changes implemented with little to no evidence to suggest how these activities have resulted in improvements to programs and/or candidate performance. Rationale: The reviewer is unable to assess descriptions of initiatives and program changes. A summary of data, based on the results of the initiatives and programs, is needed for analysis. Descriptions of activities and program flyers do not provide enough information for a complete an*

*objective review of the evidence as it relates to initial and advance candidate
performance.*

Response:

Many of the proposals brought forward from the Teacher Preparation Initiative are still
in the process of approval through various campus committees and Meet and Confer.
The 2010 Assessment System article describes our campus.

> *The tradition at SCSU is for the Inter-Faculty Organization to be considered
> a strong advocate for faculty self-governance, obviously a factor to be
> reckoned with planning for accreditation and assessment. Strong faculty
> self-governance affects continuous improvement in many ways, but
> primarily through the faculty prerogative for curriculum oversight.*

While these features may not be unique to St. Cloud State University, they do cause us
to be purposeful and thoughtful about change and the process by which it occurs. As a
result, change is deliberate in our environment. New initiatives described in the
Institutional Report, are outlined in the table below. Clearly there have been serious
questions raised about some of the reform recommendations as they have moved
through the implementation process. St. Cloud State is in the process of reviewing all
programs and initiatives on campus with an eye to maximizing efficiencies.

6.5 Evidence for the BOE Team to validate during the onsite visit

1. *What evidence (with data) exists to demonstrate how the efforts of the Coordinator
    of K- 12 and Secondary Education strengthen relationships between education and
    content faculty (Exhibit 6.4.b.4)? How does the unit interpret the data?*

    Response: The creation of a coordinator of K-12/5-12 faculty has been extremely
    helpful. There have been a number of curricular issues that have been addressed as our
    programs were reviewed and approved by the Minnesota Board of Teaching. The
    attendance at the meetings has increased from four programs being represented at the
    first meeting, to ten programs attending in January 2015. Copies of meeting notes are
    available in the IR Addendum folder, and are entitled K-12/Secondary Education
    Meeting Notes. Attendance and positive outcomes from the Education Forum are also
    directly linked to the change in culture between education faculty and arts and sciences
    faculty. Specifically, participants of the Education Forum identified the ability to
    communicate and interact across disciplines as the foremost benefit of the day. (See
    Education Forum Analysis)

2. *What evidence with summary analysis is available to indicate that the Teacher
    Education Advisory Council (TEAC) deliberates on all matters relating to teacher
    education including integration of P-12 representation in decision making, review
    of curriculum proposals related to teacher education and developing
    recommendations regarding revisions to the conceptual framework (Exhibit*

6.4.b.6)?

Response: In reviewing the TEAC minutes and agendas for the past two years, several things become apparent:

- The conceptual framework revisions were led by a small sub-group of TEAC members, representing education, arts and sciences and P-12. The process and various iterations were brought before the Teacher Education Advisory Council on seven occasions between November 2012 and October 2013, culminating in a recommendation for approval.
- P-12 representatives were present at nearly every meeting, although their presence and contributions were noted more in the early meetings than more recently.
- 25 different proposals for reforms to teacher education at SCSU were reviewed, discussed and approved by the Teacher Education Advisory Council. The table, below, illustrates the status of each proposal. The slow nature of change on this campus is evident in that the majority of proposals that have been implemented are within the purview of our P-12 partners not our institutional colleagues.
- Attendance, overall, at meetings has dwindled considerably over time. It is possible that the frustration with lack of implementation of well-reasoned and endorsed proposals is, in part, responsible for this shift.

Proposal	Presented to TEAC	Endorsed by TEAC	Implemented SCSU	Implemented P-12
P-16 Professional collaboration	2/19/13	3/19/13		
Integrating Co-Teaching into Course and Field Work	4/2/13	4/2/13	Yes	
Co-Taught Coursework	4/2/13	4/2/13		
Co-Teaching Workshops for Cooperating Teachers and University Supervisors	4/2/13	4/2/13	Yes	
Co-Teaching Specialists	4/2/13	4/2/13	Yes	
Educational Foundation core	10/2/12	10/2/12		
Enhanced Field Experience	11/7/12	11/7/12		
Clinical Faculty Qualification	2/14/14	2/14/14		
Achievement Gap	9/19/14			
Future Educators Club	5/24/12	5/24/12	Yes	Yes
Admissions Criteria	4/24/12	4/24/12	Yes	

Proposal	Presented to TEAC	Endorsed by TEAC	Implemented SCSU	Implemented P-12
Growing High Needs Teachers				
Recruiting Diverse Teachers	3/21/14			
New Teacher Workshop Series	5/24/12	5/24/12	Yes	Yes
P-12 Induction	5/24/12	5/24/12		Yes
Ready, Set, Teach Workshop	5/24/12	5/24/12	Yes	Yes
Faculty Involvement in P-12 Induction	10/18/13	10/18/13		
Administrative Support for Technology Integration	10/17/12	10/17/12		
Incorporation of NETS*S Standards into Liberal Education courses	10/17/12	10/17/12		
Incorporation of NETS*S Standards into Teacher Licensure courses	10/17/12	10/17/12		
SCSU Faculty Technology Professional Development	10/17/12	10/17/12	Yes	
Improvement of Assessment in Education Unit	9/19/14	9/19/14		
Changing the Assessment Climate in the Education Unit	9/19/14	9/19/14	Yes	
Creating a Teacher Education Unit	10/17/12 10/18/13		Yes	
Center for Partnership	3/21/14	3/21/14	In Progress	

3. *What evidence with summary analysis is available to support the claim that the Executive Teacher Education Advisory Council (ETEC), reviews recommendations from TEAC, seeks and provides appropriate resources to support teacher education at SCSU and provides support for initiatives to transform teacher education programs (Exhibit 6.4.b.7)? How is support used to inform candidate performance and program changes?*

Response:

Meeting notes and agendas from ETEC provide evidence that this coalition of deans involved with the preparation of educators and P-12 administrators have indeed reviewed recommendations from ETEC and discussed issues of importance to the field. Again, change has been slow and momentum to meet has dwindled in recent months.