ST. CLOUD STATE UNIVERSITY
Report to the Minnesota Board of Teaching
March 2015

Introduction

St. Cloud State University (SCSU) is the second largest public university in the state of Minnesota, serving over 16,000 students from more than 80 nations. SCSU began as Minnesota's third Normal School in 1869 and has long been committed to the preparation of teachers who will engage children in learning and who will help shape the world in which they live. Today SCSU is a regional, comprehensive university offering over 200 undergraduate and graduate programs of study, including two doctoral programs.

Located 65 miles north of the metropolitan area of Minneapolis-St. Paul, St. Cloud offers students urban, suburban and rural locations for clinical practice. The city of St. Cloud is uniquely situated at the intersection of three counties. The tri-county metropolitan area of nearly 200,000 residents is the fourth largest in the state.

SCSU recently completed a four year process of strategic program appraisal and reorganization. This process provided opportunities for faculty, administration, staff, and students to come together to re-examine and redefine our institutional goals and priorities. We take pride in our mission of preparing students for life, work and citizenship in the 21st Century. Our reorganization has resulted in academic units that are more focused and are better able to provide students with the fundamental knowledge base necessary to become successful contributors, critical thinkers and problem solvers in our ever changing world. SCSU's identity is centered on four institutional learning commitments that are woven through everything we undertake and are clearly at the forefront of our conceptual framework. We are committed to providing students with opportunities for **active and applied learning**, **community engagement**, **global and cultural understanding** and environmental, organizational and social **sustainability**.

Innovations in clinical practice have long been a hallmark of St. Cloud State University, e.g., the Model School of the 1870's, the Lab School of the 1960's, co-teaching in student teaching and our reform efforts through the Teacher Preparation Initiative today. As we look back at the history of our institution, common themes emerge: commitments to developing effective educators and to providing students with opportunities for active and applied learning and promoting community engagement. In 1892 student teaching in area schools began, and in 1913 a separate building was opened which would serve as the laboratory school until 1958. In 1958 the campus laboratory school moved to a new location on campus, where it remained until closing in 1983. It was not until 1947 that the first non-education course was offered at SCSU, with the first non-education degree being conferred in 1949.

Like most long-standing institutions, St. Cloud State has had a number of names and configurations. In 1921 the **State Normal School at St. Cloud** became **St. Cloud Teacher's College**. In 1953, when the legislature broadened the mission of teachers' colleges to accommodate increasing demand for educational opportunities following World War II, St.

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Cloud Teacher's College became **St. Cloud State College.** The School of Education was created as a stand-alone unit within the State College, in 1971. In 1975, legislative action changed state colleges to state universities, and we became **St. Cloud State University.** Finally, in 2011, the University restructured from five colleges to two colleges, two schools within colleges, and four free-standing schools (Academic Organizational Chart), changing our unit from the College of Education to the School of Education.

The mission of our education unit is to "create an environment where all participants are critical, creative thinkers, lifelong learners and global citizens who advocate and work for justice and equality as they pursue their various roles". Our teacher candidates come from seven colleges and schools on our campus (Education Programs).

In 2009 the Bush Foundation awarded $40.5 million to 14 select institutions of higher education in Minnesota, North Dakota and South Dakota, to enhance and reform teacher education. The Network for Excellence in Teaching (NExT) is a unique partnership that crosses state borders, bringing teacher educators together as a community as they implement change. The vision of SCSU's Teacher Preparation Initiative (TPI) is to "maximize teacher effectiveness and increase student achievement by transforming and strengthening teacher education through collaborative partnerships between SCSU and P-12 school districts".

Significant changes

Highlighted below are some of the more significant changes in teacher education at St. Cloud State University since the last Board of Teaching visit in 2008.

- July 2009 - Provost Devinder Malhotra replaces Provost Michael Spitzer
- July 2009 - Interim Dean Glen Palm replaces Dean Kate Steffens
- 2009 - SCSU applies for and receives funding from Bush Foundation for Teacher Preparation Initiative
- July 2010 - Through reorganization, College of Education becomes School of Education
- July 2010 - Through reorganization the School of Education no longer has an Associate Dean. Dr. John Hoover becomes the Assessment Coordinator and returns to SPED faculty.
- July 2011 - Osman Alawiye named Dean of the School of Education, replacing Interim Dean Palm
- Spring 2012 - Dr. Elizabeth Stallman Madden hired as Assessment Director for Teacher Education at SCSU.
- Fall 2012 - Dr. Madden resigns from Assessment Director position
- June 2013 - Kathy Dahlberg named as Assessment Director for Teacher Education
- June 2014 - Interim Provost Richard Green replaces Provost Devinder Malhotra
- December 2014 - Provost Ashish Vaidya named, will begin his tenure in July 2015.

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INSTITUTIONAL REPORT TO THE MINNESOTA BOARD OF TEACHING

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Subpart 5. A. IN PROFESSIONAL AND PEDAGOGICAL STUDIES

A(1) The institution has high quality professional education programs that are cohesive, comprehensive, and based on research, theory, and accepted practice.

St. Cloud State University has 24 approved undergraduate programs and 12 graduate programs leading to licensure (August 2014 approvals, September 2014 approvals, November 2014 approval). All programs were submitted to the Minnesota Board of Teaching for extensive review, and have been approved through 2016. The review process requires each program to demonstrate how they meet and assess candidate proficiencies on state standards, including evidence that data is used for program improvement. Course syllabi identify all standards addressed and demonstrate alignment with our conceptual framework as well as evidence that coursework is based on research, theory and best practice. SCSU is also preparing four Career and Technical Education programs (construction, manufacturing, transportation and communication technology) as requests for initial program approval, which will be submitted this academic year. The Developmental Adapted Physical Education program is also being prepared and is awaiting administrative approval for re-submission.

All students at SCSU complete a comprehensive liberal education program, including our undergraduate teacher candidates. In addition, candidates for initial licensure complete a cohesive series of courses that meet the Minnesota Standards of Effective Practice. Coursework addressing the Standards of Effective Practice have been approved by the Minnesota Board of Teaching at the early childhood, elementary, special education, secondary and parent education levels.

A(2) The institution requires that candidates in teacher preparation programs complete a professional sequence of courses based on the components under part 8710.2000.

Coursework addressing the Standards of Effective Practice have been approved by the Minnesota Board of Teaching at the early childhood, elementary, special education, secondary and parent education levels. To meet these standards, all undergraduate candidates take coursework that includes:
- Introduction to Education (ED 200, CFS 200, SPED 200 or ED 300)
- Information Technology (IM 421, 422, or 423)
- Human Relations for Teachers (HURL 497)
- Educational Psychology and Human Development (CEEP 262 & 361 or CFS 421 & 431)

- Individuals with Exceptionalities (SPED 203 or CFS 433)

Over the course of the past year, an interdisciplinary working group has been formed to develop a proposal to fundamentally change the preparation program at SCSU by developing a common educational foundation core for all candidates, regardless of licensure area. While some of the existing foundation courses are included in the new core, there will be a greater emphasis on early field experiences in a wider variety of grade levels, understanding differences in learners, understanding the unit's conceptual framework and professional dispositions. Themes that run through the proposed foundation include context for learning, teacher identity, social justice, differentiation/individualization, teacher efficacy and teaching and learning in the 21st Century, all of which are incorporated in our conceptual framework. We hope to implement the proposed changes by spring semester, 2016.

A(3) Assessment and evaluation are integral components of the professional education sequence and are used to monitor teacher candidate performance and program effectiveness.

Candidates are required to complete a writing assignment in their introduction to education course (ED, SPED, CFS 200 and ED 300). In order to be admitted to teacher education they must earn a grade of C or better in this course. In addition, all complete HURL 497, which provides a strong foundation for candidates to understand, recognize and analyze individual and institutional racism, sexism, immigration issues, and other forms of oppression in the school environment, and the impact of oppression on teaching and learning. This courses provides a strong focus on inclusive classroom pedagogy and curriculum development.

Assessment and evaluation are strong components of monitoring candidate performance as they move through their programs. The unit collects candidate data at the following transition points.
- **Pre Admission -** A strong feature of our programs is the collection of data on candidates upon their first contact with an education program, via the Entry Survey, which all students complete in their introductory course. The Entry Survey is the first of the four common metrics tools administered to candidates, and helps us better understand them. In addition to the Entry Survey, candidates participate in an early field experience in their introductory course. Data are collected related to candidates' dispositions and early skills in this experience. Candidates are also encouraged to attempt their MTLE Basic Skills tests early so they can re-take the exams and participate in remediation opportunities if necessary.
- **Admission –** Admission to teacher education is a two-part process. First, eligible candidates are admitted to individual programs. The admission standards for each program are published in undergraduate or graduate catalogs. Once candidates are admitted to their program, they are eligible for admission to teacher education, which

requires candidates to have a cumulative grade point average of 2.75 and a minimum score of 220 (240 is passing) on the MTLE Basic Skills test. If the minimum score is not attained, candidates must receive permission to proceed after completing a comprehensive success plan.

- **Progression in Program –** As candidates pass through a program, they complete key assessments. Each program identifies a minimum of three key assessments that are used to monitor candidate progress in their program of study and measure necessary knowledge, skills and dispositions. Key assessments are included in program review documents submitted to the Minnesota Board of Teaching.

- **Eligibility to Student Teach –** Eligibility for student teaching requires candidates to meet all program requirements and *pass* the MTLE Basic Skills test. The Office of Clinical Experiences and Student Relations Office jointly monitor and support candidates as they apply to student teach. An appeal process is in place for students who petition to move forward without passing Basic Skills.

- **Exit –** At exit from an initial licensure program, the following data are collected.
  - Exit survey – This is the second of the four common metrics administered. It is completed at the end of student teaching and measures candidate perception of program quality.
  - Performance Based Assessment – This instrument, completed by both cooperating teacher and university supervisor, is aligned with state standards. At the advanced level, practicum evaluations are collected from field supervisors.
  - edTPA - This is an authentic assessment of candidate performance during student teaching. The edTPA is a nationally normed and standardized performance-based instrument measuring teaching performance in five domains: Planning, Instructing, Assessing, Analyzing Teaching and Academic Language. The edTPA rubrics have been cross-walked with Minnesota standards.
  - Minnesota Teacher Licensure Examinations. Candidates complete the MTLE Pedagogy and Content examinations at the culmination of their coursework. These are required for Minnesota licensure.

- **Induction –** Program completers are contacted approximately one year post-completion. The contact information gathered at program exit is shared through a partnership with our Career Services Office, who makes the initial contact with our completers. With these additional resources we have been successful in locating 90% of our program completers in 2012-13 and 87% in 2013-14. Each year a report is completed providing a snapshot of employment for our graduates.
  - At the time of the initial contact, Career Services gathers general information about the completer's employment status. Completers are told to expect a survey in the near future, and are encouraged to complete it.
  - A few weeks after the initial contact by Career Services, a link to the Transition to Teaching Survey (TTS) is sent. The TTS is the third of the common metrics instruments, and is almost identical to the Exit survey, providing insight on how

perceptions of preparation change after one year of professional practice. Summary data exist for both the institution and the NExT aggregate. Aggregate data has been helpful in gauging program and unit performance and identifying areas for improvement.

o Per our Institutional Review Board, candidates completing the Transition to Teaching Survey are asked to consent to their supervisor being contacted regarding the quality of their preparation. The Supervisor Survey is the last of the common metric instruments. This survey provides data regarding supervisor views of the preparation provided by SCSU. Many discussions have transpired regarding the extremely low response rate on this survey, and means by which to improve our results.

In an effort to enhance our ability to monitor candidate performance and program effectiveness, the unit is implementing Tk20 as an assessment and data management solution. The platform previously utilized by the education unit did not provide adequate flexibility and strength in performing the routine analysis necessary to fully understand the impact of individual courses or course sequences on overall candidate performance. Key assessments are being built in Tk20 this academic year and will be fully operational in fall 2015.

Data Review. Prior to our last onsite visit in 2008, our feedback related to assessment data was based on a data-use format. Members of the Assessment and Accreditation Committee expressed concern that too few departments were finding time to systematically examine and discuss data, making it difficult to document program improvements grounded in data. In an effort to set aside time to engage faculty and staff in conversations about data, program-level data retreats were held in Spring 2011. Attendance was lower than hoped and the format of the meetings themselves did not lead to any significant conversation or program revisions. A second attempt was made at engaging faculty in discussions about program-level data with a data retreat in Spring 2013. Again, the results were uninspiring. Several meetings were scheduled for conversations about data in the 2013-14 academic year, but were ultimately pre-empted by urgent conversations about program review requirements. Instead of holding data retreats, information was compiled from each program which documented changes made based on data review. The focus for the 2013-14 academic year became attending to relationships between departments, and laying a foundation for the importance and strength of assessment processes. Our goal was to create a culture in which assessment was not seen as something we do because we "have to", but rather, that is something we "want to" do because it helps us become better.

An Education Forum was held in February 2015, bringing faculty and staff from all licensure areas together to examine and discuss findings related to candidate preparation. This event was well received, and has resulted in recommendations for both short term and intermediate-term action.

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Subpart 5. B. IN GENERAL AND CONTENT STUDIES

B(1) The institution provides and requires candidates in teacher preparation programs to complete a program of general studies in the liberal arts and sciences equivalent to the requirement for persons enrolled in programs not preparing persons for teacher licensure.

All undergraduate students at SCSU, including candidates for teacher licensure, must complete the Liberal Education Program by completing at least 40 credits across 10 goal areas. The 10 goal areas are consistent with the goal areas of the Minnesota Transfer Curriculum, making transfer of courses seamless between all Minnesota State Colleges and Universities. A wide array of courses are available to complete the Liberal Education requirement, including the foundation courses of CEEP 262 (Human Growth and Development), and SPED 203 (Special Education Foundations).

B(2) The institution provides programs that require candidates in teacher preparation programs to attain academic competence in the content that they plan to teach.

St. Cloud State University measures candidate competency in the content in which they will teach in a number or ways.

- State Licensure Content Examinations. The Minnesota Teacher Licensure Examinations (MTLE) were first implemented in September 2010, replacing the Praxis series of tests. Content passing rates for all test takers and program completers are over 80%. Our Title II report also shows that over 80% of completers have passed all required licensure exams.
- Preparation of Program Completers. Candidate Performance Reports (Multi Measures) 2012-13 and 2013-14 summarize data from three instruments. The *Exit Survey*, taken by candidates completing an initial licensure program, the *Performance-Based Assessment of Student Teaching*, completed by cooperating teachers and the university supervisors and the *Transition to Teaching* survey, administered to program alumni at the end of their first year of teaching. Content knowledge is measured in Standard 1: Subject Matter and Standard 7: Planning Instruction. Both of these standards are strengths for our unit and for our programs.
- Cooperating Teacher Survey. Cooperating teachers complete a second assessment of teacher candidates at the completion of student teaching. Data from the 2013-14 academic year (N=181) demonstrate that 90.1% of cooperating teachers found their teacher candidates to be prepared in content knowledge.

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B(3) The liberal arts curriculum of the institution incorporates multicultural and global perspectives.

SCSU requires all undergraduate students to complete at least three diversity courses in their liberal education program, which must include at least one racial issues course. Learning outcomes for racial issues courses focus on understanding, education, awareness, and student growth. Candidates for teacher licensure are also required to take HURL 497/597, Human Relations for Teachers. Many programs also required the companion course, Human Relations for Teachers II, (HURL 498/598). Both courses provide a strong foundation for candidates to understand, recognize and analyze individual and institutional racism, sexism, immigration issues, and other forms of oppression in the school environment, and the impact of oppression on teaching and learning. These courses provide a strong focus on inclusive classroom pedagogy and curriculum development. The unit is committed to ensuring that our candidates are able to teach so that **all** students learn and create safe and respectful learning environments in which P-12 learners not only value, but **thrive** on diversity.

B(4) Teacher candidates can integrate general, content, professional, and pedagogical studies, as measured by teacher performance, and performance of the students they teach.

Multiple measures are used to assess our candidates' ability to integrate content, professional and pedagogical knowledge.

- Preparation of Program Completers. Professional and pedagogical knowledge is assessed in Standard 3: Diverse Learners, Standard 5: Learning Environment and Standard 9: Reflection and Professional Development. Findings point to strengths in the areas of learning environment and reflection, and weaknesses in the area of diverse learners. SCSU has a very strong multicultural and human relations component that is common to all programs. The areas in which candidates feel the least prepared reflected differentiating instruction for academically diverse students.
- edTPA. Rubrics 2, 3, and 10 of the edTPA are best aligned with professional and pedagogical knowledge. In the 2013 pilot study, SCSU candidate scores mirrored the national sample on Rubric 2 (planning to support varied student learning needs), but were much lower on rubric 3 (using knowledge of students to inform teaching and learning.
- Cooperating Teacher Survey. There are a number of items on the cooperating teacher survey that align with this standard. In the 2013-14 recent administration of that survey (N=177), 89.8% of SCSU candidates were rated "prepared" in pedagogical content knowledge, up from an aggregate of 78.6% from 2008-2013. Likewise, ratings of prepared went from 78.9% to 89.1% in professional and pedagogical knowledge and skills, from 2008-13 to 2013-14.

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Subpart 5. C. IN PROVIDING CLINICAL AND FIELD EXPERIENCES

C(1) The teacher licensure programs incorporate a broad range of ongoing clinical and field experiences that provide candidates opportunities to demonstrate the required skills and knowledge under part 8710.2000.

Candidates at SCSU must meet entry criteria for clinical practice. SCSU implemented revised teacher education admission criteria in 2013, including revised eligibility for student teaching. An appeals process was also implemented, giving candidates the ability to present extenuating circumstances and plans for success.

Candidates in our programs have early field experiences in which they participate in all aspects of the classroom. Field experiences are aligned with course objectives and candidate performance is assessed (ED 300, ED 305, ED 315, ED 441). Candidates have experiences at multiple grade levels over the course of their program. The Office of Clinical Experiences (OCE) makes over 500 field experience placements each semester.

Candidates receive an orientation to student teaching prior to the culminating clinical experience. Our OCE places over 250 candidates in student teaching placements each semester. In addition, handbooks are available for candidates and cooperating teachers, which outline expectations for assessment and support throughout the experience. OCE hosts regular meetings for university supervisors to provide information, support and other resources. Department liaisons also work with the OCE on issues related to field experiences (Exhibit 3.4.d.5).

University supervisors complete a minimum of three observations in any given 8-week block. Currently, candidates in elementary and early childhood student teach for 8 weeks in one semester, followed by an additional 8 weeks the following semester (for a sixteen week total placement). Candidates in secondary programs student teach for 16 consecutive weeks (which may be in two sites, depending on the scope of their license). Summative Assessments are completed at the end of student teaching by both the university supervisor and the cooperating teacher. This assessment aligns with the skills and dispositions defined in the Minnesota Standards of Effective Practice. Three way conferences (cooperating teacher, university supervisor and teacher candidate) occur at least three times during the student teaching experience. In Spring 2014, 97% of candidates placed successfully completed student teaching.

C(2) Candidates have experiences with diverse populations, students with disabilities, and students of different ages under the direction of teacher education faculty in collaboration with school partners.

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Each clinical experience site used by the SCSU is coded in terms of their diversity status. Current codes are based on state and national trends: Free or Reduced Lunch ≥ 40%; Students of Color ≥ 26%; Limited English Proficiency ≥ 7%; Special Education ≥ 15%. Highly diverse settings are those that meet or exceed the above thresholds in two or more domains; diverse settings are those that meet or exceed the above thresholds in at least one domain, low diversity settings are below the above thresholds in all domains. Candidates are placed in at least one highly diverse site during the course of their program. Of the candidates completing their programs in 2013-14, 88% had been in three or more diverse placements over the course of their preparation at SCSU.

Candidates at SCSU are assessed by cooperating teachers and university supervisors throughout their student teaching experience. The Summative Assessment of Student Teaching, and accompanying reference sheet are aligned with state standards and the unit's conceptual framework, and include competencies in teaching diverse learners. In 2013-14, university supervisors rated 89% of candidates as prepared in teaching diverse learners, and cooperating teachers rated 89.6% prepared, using this performance based assessment. Candidates in our programs also complete an edTPA during their student teaching experience, which encompasses candidate competencies in planning, instruction and assessment.

C(3) Candidates work in the field and at the licensure level for which they are to be recommended for licensure.

St. Cloud State University requires candidates to participate in a number of field and clinical experiences in multiple grade levels across the scope of their licensure area. Placements are tracked in Tk20 as well as in the Office of Clinical Experiences, to ensure candidates are prepared for licensure.

C(4) Each program is developed and implemented through collaborative school partnerships in which university faculty and school personnel share responsibility for planning, supervising, evaluating, and implementing the curriculum for candidates.

SCSU values collaboration with area schools in the development of the next generation of teachers. We know that candidates need "real-world" experiences in order to practice the skills and strategies they are learning in their coursework. Our school partners play a critical role in the development of these young teachers and provide rich feedback about program strengths and gaps that help us improve what we do. Together, we deliver and evaluate the clinical and field experiences necessary for success. Guiding the development of teachers and other school professionals requires collaboration between many people.

- **Field Experience Teachers -** host a candidate in a field experience prior to student teaching and complete an evaluation of the knowledge skills and professional dispositions the candidate demonstrates during that time.
- **Cooperating Teachers -** mentor and support our candidates in their culminating student teaching experience. They work collaboratively with university supervisors in the evaluation of the candidate during their sixteen week experience. Candidates in K-12 and 5-12 programs will have two placements, at two different levels (elementary and secondary, or middle level and high school). Early childhood candidates also have two placements at different levels (preschool and elementary).
- **University Supervisors -** observe candidates in the classroom setting, provide feedback and guide candidate growth. They are faculty in either tenure track, fixed term or adjunct positions who have expertise in P-12 education, with at least two years teaching experience (in a school) at the level they supervise. Supervisors participate in regular meetings with faculty representatives and the Office of Clinical Experiences (OCE) to stay current with supervisory requirements.
- **Content Faculty Supervisors -** may also observe and evaluate candidates' pedagogical content knowledge and skills. These discipline-specific faculty complete additional assessments and provide feedback to candidates.
- **On-site supervisors -** oversee the internships of our candidates in advanced programs and programs for other school professionals. On-site supervisors provide guidance and feedback to the intern and complete all required evaluations and assessments of candidate competency.

SCSU has been a leader in the national movement to implement co-teaching strategies in student teaching for the past decade, researching the impact co-teaching strategies have on candidate development and P-12 learner outcomes. Our P-12 partners have embraced this model and urged SCSU to prepare all candidates in these strategies. Cited as a "promising practice" in NCATE's 2010 Blue Ribbon Panel Report, co-teaching has gained momentum as school and university partnerships nationwide have begun to reap the benefits of this design. In co-teaching, teacher candidates and experienced classroom teachers work side-by-side, sharing planning, instruction and reflection. P-12 students benefit from having two professionally prepared adults in the classroom, and teacher candidates benefit from closer collaboration with their mentor teacher. Cooperating teachers receive preparation in the foundations of co-teaching and important collaboration strategies. University supervisors are also prepared in what to look for in co-taught classrooms. With four co-teaching modules strategically embedded in specific courses and a culminating session about co-teaching at the student teaching orientation, our candidates have the background they need to be successful in a co-taught classroom.

Personnel in the OCE work closely with co-teaching specialists and building administrators to make the best possible placement for each candidate. All districts in which we place teacher

candidates sign a [Memorandum of Agreement](#) with the State of Minnesota. The St. Cloud School District, the largest district in our immediate vicinity, has also developed a [liaison position](#) to work with SCSU on securing placements and mentorship opportunities for teacher candidates. The liaison acts as a point person for both the university and the district in regard to requirements and expectations or candidate concerns and makes personal visits to support cooperating teachers in their mentorship of candidates.

Every semester, the OCE organizes a [Professional Development Day](#) for candidates near the end of student teaching. This is an exciting opportunity for exiting candidates, with keynote speakers and breakout sessions tailored to the needs of new teachers. University faculty and P-12 teachers and administrators present sessions on a wide range of topics. Professional Development Days epitomize the partnerships between the university and area schools both in planning the event and delivering the content.

We have formalized partnerships with six area school districts (St. Cloud, Sartell-St. Stephen, Sauk Rapids-Rice, Monticello, Holdingford and ROCORI) through the Teacher Preparation Initiative (TPI). While we have always had close connections with area schools, the TPI funding has facilitated the integration of P-12 teachers and administrators in the work of reviewing, transforming and delivering our teacher preparation programs leading to deeper, more focused partnerships. P-12 partners actively participate in every TPI working group and focused team, offering critical feedback, valuable insights and "real world" experience as we reflect on the needs of P-12 learners and our role in developing the teachers to meet those needs. Examples of ways in which we collaborate with school partners follow.

- **Reviewing Teacher Preparation Programs -** P-12 teachers have been an integral part of the TPI "Prepare Working Group", charged with: Forming a P-16 partnership to examine and align curriculum at all levels; Investigating authentic field experiences beginning with students' first semester on campus; and Exploring 21st Century knowledge, and skills needed for 21st Century learning. As a result of the research, reflection and leadership of this group, a number of major changes have been or are in the process of being implemented.
    - *[Enhanced Field Experience Proposal](#)* was developed by the Prepare Working Group after extensive study of the existing field experiences in each program, with varied greatly in both length and connection to coursework. The resulting recommendation of this working group provides a framework for field experiences that will better integrate them with methods courses or other relevant coursework, contain specific, measurable outcomes, focus intentionally on authentic assessment and involve multiple opportunities for individual and programmatic feedback. This work has been the cornerstone of many of the advances that have led us to target level performance.
    - *[Mini-grant opportunities](#)* have been made available through TPI, to each program/licensure area to bring together an appropriate mix of faculty,

students, staff and P-12 teachers to review programs and recommend appropriate change. A requirement of this funding was to involve P-12 teachers with licensure in the area being reviewed, who have been cooperating teachers. It was also required that faculty outside the program area be involved. Mini-grants have been provided to: Early Childhood Education, Information Media, Languages and Culture, Vocal and Instrumental Music, Science Education, Social Studies, Special Education, Teacher Development, Teaching English as a Second Language and Visual Arts.

o After thoroughly reviewing the Minnesota Standards of Effective practice and the existing professional education sequence, a group of dedicated faculty and P-12 colleagues made a recommendation for an *Educational Foundation Core*. The new core would incorporate many existing courses, but would provide a new focus for all candidates regardless of licensure area, on Social Justice, Differentiation, Context for Learning, Teacher Identity and Efficacy, and Teaching and Learning in the 21st Century. These areas of emphasis align with the MN Standards of Effective Practice, the Conceptual Framework and the InTASC Standards. Course requirements, field experiences and candidate outcomes have been articulated for each semester. Candidates would be required to create a portfolio that would consist of evidence of outcome mastery.

o The TPI Prepare Working Group has also proposed enhanced criteria and expectations for *clinical faculty* that will go through the approval/implementation process in 2014-15.

C(5) School personnel hold valid Minnesota continuing licenses, or the equivalent, in the fields of specialization, and model good professional practice.

Criteria for cooperating teachers and university supervisors are well established and posted on the OCE website. In Spring 2014, over 73% of the cooperating teachers with whom our candidates were placed had more than 10 years of full-time teaching experience.

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Subpart 5.D. FOR CANDIDATE QUALIFICATIONS

D(1) The institution recruits, admits, and retains candidates who demonstrate potential for professional success in schools.

The Teacher Education Unit maintains a rigorous admission standard to which all programs must adhere. While programs have the autonomy to require even higher admission standards

to meet the expectations of their own specialized professional associations, no program is permitted to establish admission standards that are below those established by the Unit.

Unit admission criteria were modified in 2013, to reflect changes based on concerns about the ability of candidates in our programs to successfully complete all requirements for professional licensure. The required cumulative grade point average for admission to teacher education was raised from 2.5 to 2.75 and candidates were required to attain a minimum score on the Minnesota Teacher Licensure Basic Skills tests.

St. Cloud State University, along with 13 other institutions that prepare teachers, has been supported by the Bush Foundation to study and make improvements to teacher preparation in a three-state region. The Teacher Preparation Initiative (TPI) has facilitated collaboration between university and P-12 faculty and staff working to enhance program quality and preparation of new teachers. All proposals emanating from a TPI work group are grounded in research and supported by data. Working groups were established around the main components of the initiative: Recruitment, Preparation, Placement/Employment, Support, Assessment and Integration of Technology.

Early in the project, the Recruit Working Group developed an ad that ran in Seventeen Magazine, targeted to recruiting candidates. In addition, a focused team was brought together to make recommendations for the recruitment of diverse candidates, including teachers of color and men in the early years. The resulting report and recommendations outline current outreach efforts and strategies for improving our recruiting efforts as a unit and an institution. The proposal developed by this committee weaves together the need to reallocate specific resources for recruiting and retaining underrepresented teacher candidates, further exploring and developing alternative delivery systems, and the establishment of personal relationships between representatives of SCSU and communities of color in central Minnesota.

D(2) Multiple criteria and assessments are used to identify candidates for admission who have potential to become successful teachers.

Prior to admission to teacher education, candidates must be admitted to their major program. For teacher preparation programs, this process must include an assessment of skills in writing and oral communication. Some programs assess these communication skills in introductory coursework and others conduct interviews and require essays. Once candidates are admitted to their major program, they may apply to teacher education. Multiple criteria are utilized to identify candidates for admission to teacher education. Requirements include:
- Score of 220 or higher in each area of the MTLE Basic Skills examination
- Overall GPA ≥ 2.75

- Grade of C or better in designated Introduction to Education course (ED 200, CFS 200, SPED 200 or ED 300).

D(3) The institution has clearly stated and applied assessment procedures for the admission of transfer, nontraditional, and post-baccalaureate candidates into undergraduate and graduate teacher preparation programs.

St. Cloud State University, 34% of the undergraduate student population has transferred one or more course from another college or university. Information for about the transfer of credits and the process of transfer course review are clearly outlined on the SCSU website.

Graduate admissions are managed in the School of Graduate Studies. In addition to the general graduate admission criteria, programs may have admission criteria specific to that licensure area.

D(4) The institution actively recruits and has plans, policies, and practices for admission and retention of a diverse candidate population.

SCSU has a deep commitment to the diversity of all aspects of our campus community. This commitment is reflected in the mission, vision and learning commitments of the institution, but also in the everyday experiences of our students and colleagues. SCSU is one of only two Minnesota institutions to receive the 2013 Higher Education Excellence in Diversity (HEED) Award.

In his 2008 convocation speech, President Earl H. Potter III called for the creation of a Diversity Task Force to develop a comprehensive diversity plan, "starting with the examination of every aspect of our (SCSU) culture and character to find better ways of making ours a welcoming, safe community that values our diversity." The task force spent three years studying, visioning and developing the comprehensive plan, which was released in early 2012. The resulting recommendations included: campus climate; student recruitment, retention and success; scholarship, teaching and learning; out-of-classroom learning; workforce development and composition; and building community relationships.

D(5) The institution assesses and, if appropriate, gives credit to candidates for knowledge and skills acquired through prior academic preparation and teaching experiences that meet licensure requirements.

At SCSU, every program provides academic advising for their candidates. Candidates are assigned a faculty mentor who meets with them on a regular basis. When candidates present academic or professional experiences that are deemed to be essentially equivalent experiences

a formal memo is written which is signed by both the advisor and the department chair. This formal memo is forwarded to Records and Registration to have the substitution reflected in the student's Degree Audit Report. Students are asked to bring their syllabus from their previous institution for review. Prior experiences are usually determined by program faculty on a case-by-case basis, more often at the graduate level. In signing off on any equivalent, advisors and chairs are asserting that all the standards assigned to the course being waived have been met by the candidate. In graduate licensure programs, the program coordinators evaluate prior academic preparation.

Subpart 5.E. WHEN MONITORING AND ADVISING ON CANDIDATE PROGRESS

E(1) The institution provides appropriate academic and professional advisement at a candidate's admission and throughout the candidate's professional education.

St. Cloud State University provides advising services to all students to help them make appropriate academic choices while pursuing their degrees. The Academic Advising Center provides these services while candidates are undecided or intended majors. There is one specific academic advisor who works with intended education majors. Also at the institutional level, the Multicultural Student Services Office provides academic support, advising and multicultural programming to students from all programs on our campus.

Once teacher candidates declare their major, a faculty advisor is assigned in that content area. Every program provides academic advising for their candidates. Candidates are assigned a faculty mentor who meets with them prior to registration each semester. In the case of K-12 and 5-12 majors, two advisors are assigned, one in the content area and one in teacher development.

Additional academic support is available to education majors via the School of Education Student Relations Coordinator. This position was created in 2011 after institutional reorganization and unit reflection and prioritization of enhanced services to students. There are now several Student Relations Coordinators at SCSU. In addition to monitoring candidate progress, providing academic, social and emotional support and overseeing recruiting and orientation activities, the Student Relations Coordinator handles all student complaints and concerns in accordance with institutional policy and procedure. The Student Relations Coordinator works closely with other Student Relations Coordinators on campus and serves as the School's representative to numerous campus-wide committees, including the Behavior Intervention Team, Academic Intervention Team, Advisor's Council and Transfer Workgroup of the Steering Committee for Student Success.

A wide variety of student services are provided for our candidates, to facilitate academic and professional success. These services include an Academic Learning Center, Student Disability Services, Counseling and Psychological Services, and Student Health Services.

E(2) The institution maintains specific criteria for admission and retention, and defined student appeals process.

St. Cloud State University has clear policies regarding admission, retention, grade appeals and academic concern processes. The education unit also has clear policies for admission, student concerns, and appeals, including appeals related to recommendations for licensure. Departments also provide handbooks to assist students in understanding expectations and appeal processes.

E(3) The institution maintains complete, accurate, and current records of candidates in teaching preparation programs.

St. Cloud State University utilizes the Degree Audit Reporting System to monitor progress of candidates through their programs. Completion of transition points is also monitored via Tk20, as are candidates' key assessments and field experience evaluations. Both the Office of the Dean and the Office of Clinical Experiences maintain files on all teacher candidates that relate to eligibility for Teacher Education, satisfactory completion of Minnesota Teacher Licensure Examinations and eligibility to student teach. Official institutional records, including recommendations for licensure are maintained in the Office of Records and Registration.

E(4) The institution uses authentic performance-based assessments and systematic procedures and timelines to determine whether candidates have the knowledge and skills needed to advance through the program.

Field experiences at SCSU are designed to provide candidates with a variety of field experience settings in which they can apply and reflect on their knowledge, skills and dispositions. The Office of Clinical Experiences ensures that candidates preparing for licensure have at least one experience at each level within the scope of their license (pre-primary, elementary, middle, or secondary). Field experiences happen in both school and community settings, with a variety of age ranges. Candidates also have at least one placement in a diverse setting during their program, providing them the opportunity to develop and reflect on their ability to differentiate instruction so all students learn. During field experiences, candidates are observed, and observe others. Field experience evaluations are provided by cooperating teachers in many of the longer field experiences. These observations and assessments help guide the candidate's development and provide the university faculty critical information about strengths and areas for growth. Authentic performance-based assessments which are appropriate to the experience

level of the candidate are utilized to evaluate progression in the program (Early skills, ED 305, ED 315, ED 441).

E(5) Criteria consistent with part 8710.2000 are used to determine candidate progress through each program.

As a member of the NExT consortium, St. Cloud State University has entered into a data sharing agreement with Hezel, Inc. to aggregate and disaggregate data resulting from the four common metric instruments employed by fourteen teacher preparation programs in a tri-state area (Exhibit 2.4.a.11). The Common Metrics instruments have been aligned with the Minnesota Standards of Effective Practice. The multiple measures data which includes the Exit Survey, Performance-Based Summative Assessment and the Transition to Teaching Survey has been aligned and is reported in terms of the Standards of Effective Practice.

SCSU has also aligned the diversity proficiencies assessed for teacher candidates seeking initial licensure to the Minnesota Standards of Effective Practices. In 2014, cooperating teachers rated 90.6% of our candidates as prepared in Standard 2, Student Learning; and 89.3% prepared in Standard 3, Diverse Learners

E(6) The institution requires that candidates successfully complete all Board of Teaching licensure assessments before recommending a candidate for teacher licensure.

The Licensing Officer for St. Cloud State University is housed in the Office of Records and Registration. Candidates are not recommended for licensure until all required assessments have been completed and verified by the license certifying officer.

E(7) Publication and faculty advising provide candidates with clear information about institutional policies and requirements needed to complete professional education programs, the availability of social and psychological counseling services, and job opportunities.

At SCSU, three levels of student support are provided on a regular and systematic basis. The first level of advice, guidance and mentoring is provided by academic departments. Every program provides academic advising for their candidates, and the School of Education's website provides links to the program requirements for each undergraduate and graduate teacher preparation program at SCSU. The second level of student support involves the Office of Student Services where academic and dispositional progress of students is closely monitored, supported and documented. The third level of student support offered at the university level includes an Academic Learning Center, Student Disability Services, Counseling and Psychological Services, and Student Health Services. Candidates are also able to monitor their own progress toward degree completion using the Degree Audit Reporting System.

ST. CLOUD STATE UNIVERSITY
Report to the Minnesota Board of Teaching
March 2015

8700.7600
Subpart 5.F. FOR COMPETENCE OF CANDIDATES

F(1) The unit provides evidence that licensure candidates demonstrate the skills and knowledge required under part 8710.2000.

Minnesota's Standards of Effective Practice (SEP) outline what all teachers should be able to know and do in the classroom. Each program for initial licensure is connected with the appropriate SEP core. Standards of Effective Practice at the following levels were approved in 2014 through the Board of Teaching's Program Effectiveness Report for Continuing Approval process: Early Childhood Education, Early Childhood Special Education, Elementary Education, Parent Education, Secondary Education and Special Education.

The multiple measures and professional dispositions on which candidates are assessed are all aligned with the Standards of Effective Practice, providing evidence that our candidates demonstrate the knowledge, skills and dispositions required to enter the classroom.

F(2) The unit demonstrates a systematic and comprehensive assessment design that is applied to all candidates throughout professional preparation.

Each teacher preparation program at SCSU has identified a minimum of three key assessments that measure a candidate's proficiency at designated points in the program. These key assessments are used by programs to evaluate both candidate competency and program strengths and areas for improvement.

The internal system used to store and output candidate, program and unit data has become outdated and incapable of providing the real-time reports needed to truly promote a culture of assessment. Our old assessment system relied upon one office to disaggregate and disseminate all findings. Faculty and/or programs had to request data if they were going to engage in program evaluation activities at times that did not coincide with the set dissemination schedule. Knowing this was an area in which we needed to improve, the Assessment and Accreditation Committee began to explore a number of potential data management systems. In 2011, after visits to our campus and demonstrations from a number of potential vendors, the recommendation of the committee was that the education unit enter into a contract with Innovative Learning Assessment Technologies (ILAT) for their PASS-PORT data management system. This recommendation was carried out and our relationship with PASS-PORT began. The Assessment Director worked closely with PASS-PORT and program coordinators to create transition points and unit assessments in the system. In 2012, the university decided a data management system was necessary for the entire campus, and began the process of selecting a

vendor. Faculty, staff and administrators from all parts of campus were involved in this process, and in 2013 SCSU selected Tk20 as a campus-wide assessment and data management provider. The School of Education was faced with terminating the relatively new working agreement with ILAT PASS-PORT, and move to the new system. We have been working closely with Tk20 since that time to implement assessment in the education unit. We are excited about the potential Tk20 holds for unit and program assessment, with immediate access to data related to key assessments and candidate performance. We are still in the stages of building our system and aligning standards, but have operationalized many features, including field experiences, surveys, and edTPA portfolios. We were hoping to pilot the collection of key assessment data in Tk20 in Fall 2014, but had to postpone implementation until the seamless interface between D2L and Tk20 is complete. We have a number of key assessments currently built in Tk20 and will continue this work throughout the remainder of the academic year.

Use of Data

Implementing a systematic use of data for program improvement has been a challenge. We have held two data retreats, with minimal results. We have engaged assessment colleagues from our own campus as well as the NExT collaborative to discuss ways to move toward a culture of assessment. The TPI Assessment Working Group has addressed this issue as well, and has made recommendations on possible improvements to our assessment system. An Education Forum (data retreat) was held in February 2015, bringing faculty and staff from all licensure areas together to examine and discuss findings related to candidate preparation. This event was well received, and has resulted in recommendations for both short term and intermediate-term action. Future forums will be planned and organized by the Assessment and Accreditation Committee and will be held annually.

A study conducted in Spring 2014 compiled data-based program changes made throughout the unit. That study found that while regular use of data may be limited, programs have responded to "voices from the field", making programmatic changes based on feedback received from candidates or teachers via advisory boards. Some disruptions in dissemination occurred as we transitioned to Common Metrics instruments, but have since been addressed and are reflected in the updated data dissemination matrix. All program and unit reports are now housed in a SharePoint site accessible to faculty in the teacher education unit.

F(3) The unit establishes and publishes a set of criteria and outcomes for exit from each professional education program consistent with the standards of the Board of Teaching.

General degree requirements are published on the Advising Center website. In addition, this site links to the undergraduate bulletin, which provides program specific information for all undergraduate programs on campus, including teacher preparation programs.

Completion criteria for each program are recorded in the Minnesota Board of Teaching's Educator Preparation Program Application System (EPPAS). Completion criteria include completion of all coursework, earning and maintaining a minimum GPA in content and professional education coursework (which varies between programs), recommendation from cooperating teacher, and faculty supervisor recommendations and portfolio development.

F(4) The program's stated exit criteria and outcomes are assessed through the use of multiple sources of data, for example a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.

Exit outcomes are assessed using multiple measures, including program-specific key assessments, MTLE content and pedagogy examinations, edTPA scores, summative assessment by cooperating teacher, summative assessment by university supervisor, cooperating teacher survey, and candidate exit survey. In completing the edTPA candidates create a comprehensive portfolio, including videotapes and other demonstrations of mastery in the areas of planning for instruction, instructing and engaging students in learning and assessing student learning.

> **8700.7600**
> **Subpart 5.G. FOR THE QUALIFICATIONS, COMPOSITION, AND ASSIGNMENT OF THE PROFESSIONAL EDUCATION FACULTY**

G(1) The unit ensures that all education faculty are qualified by academic preparation for the faculty member's current assignments and are actively engaged in the professional community.

The teacher education unit at SCSU is an eclectic mix of academics who take pride in their role of preparing future educators and school professionals to teach, lead and serve. As is evidenced by our revised conceptual framework, we see our faculty as co-learners with our candidates, as they model and embrace the institutional maxim, "Education for Life".

At St. Cloud State, there are three levels of faculty: Tenure-track, Fixed-Term and Adjunct.
- Tenure-track faculty are ranked as Professor, Associate Professor or Assistant Professor, depending on their qualifications and experiences.
- Fixed-Term faculty are appointed for a limited time, typically one year and not to exceed four years. They are often emergency hires and meet specific qualifications or expertise needed in a program/department.
- Adjunct faculty are appointed on for a designated period of time, not to exceed one year and 10 credits. They are often hired to cover reassignments or to meet special

programmatic needs of departments where specific expertise cannot be otherwise provided by the faculty in the department.

A review of *unit faculty* vitae reveals that of the 98 faculty members in the unit:
- 84 (86%) have terminal degrees
- Two have sixth year certificates with specific expertise in the areas in which they are teaching. One is hired as an adjunct and the other as fixed-term.
- Twelve (12%) have Master's degrees. Eleven of these (92%) have recent public school experience, bringing critical relevancy and expertise to our candidates. Of the 12 faculty with Master's degrees, 2 are adjuncts, 5 are fixed-term, and 2 are permanent hires with exceptional expertise.

A matrix delineating the qualifications of the teacher education faculty is available on our accreditation website and is labeled *Exhibit 5.4.a.1.*

G(2) The unit assigns faculty qualified by academic preparation to support the teacher licensure programs.

The faculty members in the teacher education unit are scholars with in-depth understanding of the fields in which they teach. We embrace the notion of life-long learning and have revised our conceptual framework to incorporate our commitments to excellence in teaching, accountability that improves teaching and co-learning.

G(3) The unit actively recruits and has plans, policies, and practices for hiring diverse faculty.

Attention to hiring practices that reflect the institutional commitment to social justice, diversity and inclusion have been an administrative priority at SCSU. We have been purposeful in the recruitment of diverse faculty in order to provide the best possible candidate pool for every search. These efforts are monitored and upheld through system-level (MnSCU) board policy and the SCSU Equity and Affirmative Action Office (EAAO). The EAAO recruitment plan aims to create diverse and vibrant applicant pools by routinely advertising open positions on appropriate websites and in professional publications.

As of October 31, 2012, 22% of all faculty employed at SCSU were people of color and 45% were female. Currently, 15% of professional education faculty are people of color and 57% are female. This is below the institutional average, but compares favorably to the demographics of our cooperating teachers, who in the past three years were 5% people of color and 77% female.

The faculty in the teacher education unit share their expertise in social justice, diversity and inclusion internationally, nationally, regionally and locally. During the past academic year,

teacher education faculty members made over a dozen presentations on diversity-related topics.

G(4) The workload allows the faculty to be involved in teaching, scholarship, service, and schools in monitoring, assessing, and advising candidate progress.

Faculty workload policy is governed by the IFO Master Agreement (pg. 12) and includes student advising, maintaining and improving expertise in a discipline and in pedagogy, serving on departmental and university committees, contributing to student growth and development, evaluating student performance, scholarly activities, and service to university and community, as well as teaching and class preparation. The master agreement stipulates that a faculty member's teaching load does not exceed 14 undergraduate credit hours per semester or 24 undergraduate credit hours per academic year. (A 3-credit graduate course is equivalent to a 4-credit undergraduate course.) The maximum clinical supervision load is 18. At the graduate level, supervision policies are defined by professional organizations, such as CACREP. Faculty members are engaged in field experience and student teaching supervision, but rarely reach the maximum load as they are also engaged in other teaching duties. Part-time clinical faculty are valued for their expertise and strong contributions to our programs. Department chairs and the Office of Clinical Experiences work closely with part-time faculty to ensure program consistency.

Through internal and external grant opportunities, faculty are awarded reassigned time to initiate projects and/or to conduct research. In addition, the School supports a work climate that promotes intellectual vitality, best teaching practice and scholarship, by providing faculty reassigned time and sabbatical leave. During the regular academic year, several faculty members are awarded reassigned time for various purposes ranging from assessment data collection activities to community service activities involving support for our partnership P-12 schools.

G(5) The unit ensures that faculty who supervise field experiences are academically prepared and professionally experienced in a school setting.

The Office of Clinical Experiences has clear criteria for school faculty working with our candidates. In order to host field experiences, cooperating teachers must have one or more years teaching experience, be licensed in the field they teach and have approval from their administrator. In order to host a teacher candidate, cooperating teachers must have a minimum of three years teaching experience, be licensed in the area in which they teach and have approval of their administrator. In Spring 2014, over 70% of the cooperating teachers mentoring our teacher candidates had 10+ years of full-time teaching experience.

G(6) Any part-time and adjunct faculty and graduate students in teaching roles provide

integrity, quality, and continuity of teacher preparation programs.

A review of *unit faculty* vitae reveals that of the 98 faculty members in the unit:
- 84 (86%) have terminal degrees
- Two have sixth year certificates with specific expertise in the areas in which they are teaching. One is hired as an adjunct and the other as fixed-term.
- Twelve (12%) have Master's degrees. Eleven of these (92%) have recent public school experience, bringing critical relevancy and expertise to our candidates. Of the 12 faculty with Master's degrees, 2 are adjuncts, 5 are fixed-term, and 2 are permanent hires with exceptional expertise.

In addition, University Supervisors observe candidates in the classroom setting, provide feedback and guide candidate growth. They are faculty in either tenure track, fixed term or adjunct positions who have expertise in P-12 education, with at least two years teaching experience (in a school) at the level they supervise. Supervisors participate in regular meetings with faculty representatives and the Office of Clinical Experiences (OCE) to stay current with supervisory requirements.

Content Faculty Supervisors may also observe and evaluate candidates' pedagogical content knowledge and skills. These discipline-specific faculty complete additional assessments and provide feedback to candidates.

G(7) Faculty and teaching in the unit are of high quality reflecting current research and best practice consistent with the curriculum goals of the program.

The professional education faculty at SCSU are involved in scholarly activity related to teaching and learning. They generate new knowledge through research and collaboration and are committed to disseminating that knowledge to their colleagues. Given its designation as a regional, comprehensive university, much of the scholarship produced by our faculty would be considered applied research.

In examining the scholarly production of unit faculty, a sample of curriculum vitae was taken, using every fourth faculty in alphabetical order. In reviewing the entries from 2009 to date on the 24 resulting vitae, there were:
- 21 publications (not peer reviewed)
- 19 peer reviewed publications
- 12 books
- 4 exhibitions
- 2 book chapters or monographs
- 117 national presentations

- 71 state presentations
- 18 local presentations
- 15 international presentations

G(8) Faculty and cooperating school personnel model and reflect the best practice in the delivery of instruction.

Through the co-teaching in student teaching model, our candidates are supported by both the supervising faculty and the cooperating teacher during their clinical experience. In co-teaching, cooperating teachers share their expertise with candidates through co-planning and joint reflection. Candidates are able to develop their skills at the elbow of a mentor teacher, receiving support and guidance throughout the process. Co-teaching is embedded into the coursework of all teacher preparation programs at St. Cloud State University.

G(9) Faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.

A random sample of 20 syllabi were reviewed to analyze the instructional strategies used by faculty, finding that faculty in the unit use a wide range of strategies. Instructional strategies employed most often by our faculty include readings and discussions, designing activities/lessons, cooperative activities and presentations, journaling, and self-reflection. Unit faculty utilize instructional methods that are varied within each course in order to meet the specific learning objectives. In this sample, faculty employed anywhere from 2 to 10 strategies.

G(10) Instruction encourages the candidate's development of reflection, critical thinking, problem-solving, and professional dispositions.

Reflective practice is woven throughout every teacher preparation program at SCSU. Candidates maintain journals during early field experiences and are asked to reflect on their practice throughout the program. This skill is assessed in Standard 9 of the MN Standards of Effective Practice. In 2012-13, our teacher candidates, cooperating teachers and university supervisors all rated this as a strong characteristic as demonstrated during student teaching. Interestingly, after one year of professional practice, our candidates (albeit a small sample), rated this area of preparation lower than they did at exit.

G(11) Teaching in the unit reflects knowledge and experiences with diversity and exceptionalities.

SCSU provides candidates with a strong foundation in understanding, recognizing and analyzing

the impact of oppression on teaching and learning as well as the individual and institutional racism, sexism, and other forms of oppression in the school environment. Every program incorporates coursework that reflects inclusive classroom pedagogy and curriculum development. The unit is committed to ensuring that all candidates recommended for licensure are able to teach so that all students learn.

G(12) The institution systematically evaluates the effect of faculty on candidate performance and fosters faculty professional development.

Teaching effectiveness is a primary component of the systematic process of professional development and evaluation as outlined in Article 22 of the Inter Faculty Organization (IFO) Master Agreement.

> As the primary professionals in the teaching/learning process of the university, faculty place continuous emphasis on the development and improvement of their professional competence and productivity. Professional growth occurs in areas such as effective teaching, scholarly or creative activity, and active involvement in the university community and professional organizations. Faculty scholarship and current knowledge of the discipline, together with a desire to improve pedagogy, are instrumental to good teaching.
>
> The purpose of professional development is to provide for continuing improvement in teaching, in other student interactions, in the quality of scholarly activity and other service to the university and community. The purpose of evaluation is to provide faculty with information which will contribute to their professional development. The evaluation processes are intended to be supportive of a faculty member's desire for continuing professional growth and academic excellence. This process contributes to various personnel activities and supports the interest of each faculty member to achieve continuing professional growth and to pursue the highest possible level of academic excellence.[1]

Faculty members who are seeking promotion or tenure are required to establish goals related to teaching and collect evidence/data on teaching effectiveness. The Professional Development Plan (PDP) is shared within the department, where colleagues are encouraged to provide written comments to assist in ongoing professional development. Written comments are also provided by the Dean. At the end of the evaluation period, faculty submit a written progress report (PDR), which provides an opportunity to reflect on their data from course evaluations and plan changes in their teaching strategies based on candidate feedback. There is a set schedule for the submission of PDP's and PDR's, established by the University president.

Both the institution and the unit value and encourage professional development to support

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[1] IFO Master Agreement, p. 77

faculty in their professional goals. Sabbaticals, reassignment for research or other scholarly activities and involvement in TPI working groups and focused teams are some of the avenues for ongoing professional development. Faculty members also receive professional development funds each year for professional and scholarly pursuits. In addition, a very active Center for Excellence in Teaching and Learning provides a wide array of learning opportunities for faculty and staff.

G(13) The unit's faculty demonstrates knowledge, skills, and dispositions which model best professional practices, assessment, and scholarship.

Looking at the same 24 vitae, we found faculty members had membership in 53 different professional organizations. Many of the professional organizations listed were included on numerous vitae, particularly organizations such as the American Educational Research Association (AERA) and the Association of Teacher Educators (ATE).

70 faculty members are currently involved in the work of the Teacher Preparation Initiative, collaborating with P-12 teachers and administrators on program reform, P-16 assessment, induction, support and professional development. This work has been a service to the institution and to the community. Faculty report a wide variety of other types of service, including but not limited to unit and departmental committee work, supervising student organizations, presenting at and attending unit forums, sitting on community advisory boards, grant development, developing programs to increase access to educational resources and volunteering within the community.

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Subpart 5.H. FOR INSTITUTIONAL GOVERNANCE

H(1) The professional education unit is clearly identified and has primary responsibility for all programs offered at the institution for the licensure of teachers and other professional school personnel.

The Teacher Education Unit (TEU) at SCSU is the administrative body charged by the President with the primary responsibility of overseeing and coordinating all teacher and school professional licensures, including both initial and advanced preparation programs. The TEU provides broad leadership and standard guidelines to ensure the delivery of high quality programs that prepare effective teachers for P-12 schools. The Dean of the School of Education serves as the Unit Head. Our Teacher Education Unit was reaffirmed by the Provost in June 2014, at which time a position was created to coordinate K-12 & Secondary Education, under

the supervision of the Dean of the School of Education. This position will help improve communication among the secondary methods instructors and address concerns of inclusion and consistency between content and professional education faculty.

In addition to the academic units within the Teacher Education Unit, the Dean of the School of Education oversees the following support programs: Office of Clinical Experience, Student Services Office, Teacher Preparation Initiative, Confucius Institute, Co-Teaching Academy, Curriculum and Technology Center, and Office of Assessment and Accreditation. The Dean of the School of Education is also responsible to oversee programs that oversee licensure programs for educational leaders.

H(2) Responsibility and authority for teacher preparation programs are exercised by a defined administrative and instructional unit, for example a department, division, school, or college education.

The Teacher Education Unit (TEU) at SCSU is the administrative body charged with the primary responsibility of overseeing and coordinating all teacher and school professional licensures, including both initial and advanced preparation programs. As part of our reform efforts through the Bush funded Teacher Preparation Initiative, we created two important structures within the unit that address our commitment to P-12 partnerships. The Teacher Education Advisory Council (TEAC), is comprised of faculty, staff and candidates from teacher preparation programs at SCSU, along with P-12 teachers and administrators. TEAC meets regularly to discuss unit issues and make recommendations for continuing improvement of our programs. The Executive Teacher Education Council (ETEC) brings together all campus deans along with area superintendents, to provide a forum for input on decisions related to our programs. The result has been increased communication, collaboration and P-12 engagement in the preparation of high-quality educators

H(3) The unit is directly involved in the areas of faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; and curriculum decisions, evaluation, revision, and the allocation of resources for institution activities.

The School of Education Policy Handbook delineates policies related to faculty hiring and appointment. Faculty search committees are formed in keeping with the IFO Master Agreement and all potential hires are vetted through the Office of Affirmative Action. Tenure, promotion and retention decisions are also made in keeping with Article 25 of the IFO Master Agreement (p. 88).

The unit has an on-going candidate recruitment program designed to attract high-quality candidates of diverse backgrounds and experiences. Teacher Education programs follow the university calendar and grading policies. The Dean's Office collaborates with the Offices of

Records and Registration, Admissions, Graduate Studies and Information Technology Services to ensure that up-to-date and accurate information is available.

Curriculum decisions and revisions are made at the program level through the School Curriculum Committee and the University Curriculum committee.

H(4) The administrator of the defined unit is authorized to submit licensure program proposals for Board of Teaching approval and is responsible for administering licensure programs.

The Dean of the School of Education is the Head of the Teacher Education Unit, and as such, reviews and approves all Requests for Initial Program Approval (RIPA), program changes, and PERCA (Program Effectiveness Reports for Continuing Approval), or program renewals with the Minnesota Board of Teaching. Each of our 36 teacher licensure programs was submitted, reviewed and approved by the MN Board of Teaching in 2014. Program coordinators have been identified for every licensure area, and these coordinators have access to the Education Preparation Program Approval System (EPPAS) and have been trained in preparing all aspects of the program approval process required by the Board of Teaching. All submissions within EPPAS require approval of the Unit Leader.

H(5) The administrator of the defined unit is authorized to recommend for teacher licensure candidates who have completed the institution's teacher preparation programs.

Responsibility for recommending candidates for licensure is assumed by the Licensing Officer in the Office of Records and Registration, in collaboration with academic advisors who ensure that candidates have met all the standards required by the Board of Teaching. The Office of Records and Registration is responsible for providing clear information about licensure requirements. Candidates are provided with step-by-step instructions to submit a licensure application to the Minnesota Department of Education. Degree Audit Reports are utilized by the candidate, advisor and Licensing Officer to ensure that all requirements have been met. The Unit Head meets with the Registrar as necessary to oversee the process.

H(6) School faculty, candidates, and other members of the professional community are actively involved in the unit's policy making and advisory bodies.

Faculty and staff in the Teacher Education Unit regularly collaborate with colleagues across the university, P-12 personnel (teachers and administrators), and community stakeholders. Collaborative activities include: regular meetings to plan and implement improved practices P-16, co-taught courses, shared professional development, and workshops for novice teachers. Additionally, our faculty, staff and students regularly interact with P-12 personnel through field experiences and student teaching/practicum placements locally, nationally, and globally.

University supervisors, cooperating teachers, and the Office of Clinical Experience (OCE) collaborate to provide the services teacher candidates need to ensure success in the field.

There have been more than 70 faculty members involved in the work of the [Teacher Preparation Initiative](#), collaborating with P-12 teachers and administrators on program reform, P-16 assessment, induction, support and professional development.

Within the Education Building, the [Curriculum and Technology Center](#) (CTC) and [Instructional Technology Discovery Lab](#) (ITDL) are designed to meet the needs of education students. The CTC provides print materials, web-based resources and technology for use in both classroom and practicum settings. Collection acquisition reflects the curricula being used in Minnesota P-12 classrooms and includes teaching materials, literature and professional development materials. The ITDL facilitates creative exploration of ways to infuse technology into teaching and learning.

H(7) The unit has a long-range planning process that is regularly monitored to ensure the ongoing vitality of the unit and its programs, and the future capacity of its physical facilities.

At St. Cloud State University all academic areas undergo strategic planning processes which are monitored through the institution's Strategic Planning Committee. We recently completed a four year process of strategic program appraisal and reorganization. This process provided opportunities for faculty, administration, staff, and students to come together to re-examine and redefine our institutional goals and priorities. We take pride in our mission of preparing students for life, work and citizenship in the 21st Century. Our reorganization has resulted in academic units that are more focused and are better able to provide students with the fundamental knowledge base necessary to become successful contributors, critical thinkers and problem solvers in our ever changing world. SCSU's identity is centered on four institutional learning commitments that are woven through everything we undertake and are clearly at the forefront of our conceptual framework. We are committed to providing students with opportunities for active and applied learning, community engagement, global and cultural understanding and environmental, organizational and social sustainability. The unit's conceptual framework has also been updated to reflect alignment with the institutional values. The unit also monitors physical facilities through the work of the Space and Technology committee. In recent years many of our classrooms have been updated to reflect the needs of our teacher candidates. We have new classrooms for literacy, science methods, and other adult learning environments.

H(8 The unit has sufficient financial resources and institutional support to sustain teacher preparation programs.

The budget to support unit activities and services is derived from the main budget of the Office of Academic Affairs. In 2011-12, SCSU embarked on an institutional reorganization which resulted in the transition of the College of Education into the School of Education. The new School houses six academic departments, three support units and several initiative centers. The School also maintains leadership and oversight responsibilities for the preparation of all professional educators on campus, including those programs in other colleges and schools within the institution.

A review of the financial data among the colleges and schools within the institution indicates equity and strong support for the School of Education. In any given academic year, the School enrolls between 995 and 1,200 graduate and undergraduate students with a total 2015 classified and non-classified staffing budget of $4,118,010.

H(9) Facilities, equipment, and budgets are adequate to support the units missions and goals.

The Education Building is approximately 89,310 square feet, housing classrooms, offices and conference spaces. There are a total of 22 classrooms occupying 21,132 square feet of space. An additional 5,882 square feet of space is occupied by the three support units, two general access computer labs, the Curriculum and Technology Center (CTC), Instructional Technology Discovery Lab (ITDL), MTLE Center, and English Tutoring Center. The instructional spaces are being continuously upgraded for improved instructional environment and to facilitate student collaboration.

In 2008, one of our alumae, Vera Russell, gifted the School of Education with property valued at over $1 million. Her gift funded renovation of the Curriculum and Technology Center, several classrooms and established the Vera Russell Art Gallery in the School of Education. The renovations in the Curriculum and Technology Center have resulted in a pleasant, relaxing environment in which education students can study, find teaching materials, get assistance from graduate assistants and explore children's literature selections. The renovations to classroom spaces include a literacy classroom, science methods classroom and special education classroom. The art Gallery is a collaborative project with the St. Cloud School District and features artwork from P-12 students throughout the building.

H(10) Candidates and faculty have access to books, journals, and electronic information that support teaching and scholarship.

Within the Education Building, the CTC and ITDL are designed to meet the needs of education students. The CTC provides print materials, web-based resources and technology for use in both classroom and practicum settings. Collection acquisition reflects the curricula being used in Minnesota P-12 classrooms and includes teaching materials, literature and professional development materials. The ITDL facilitates creative exploration of ways to infuse technology

into teaching and learning.

In addition, Learning Resources Services provides the campus community with the scholarly resources that advance intellectual discovery and academic success. The library, built in 2000, hosts comfortable, student-focused learning and study spaces as well as state of the art technology. Librarians staff the reference desk 60 hours per week, providing course-specific sessions, and one-on-one research consultation to students and faculty. The recently implemented Ebsco Discovery Service allows students to research across media available at the SCSU Library or throughout a statewide consortium via automated interlibrary loan. Our library collection includes more than 732,333 books, 185,712 federal and state documents, 160,080 units of microfilm, 3,175 maps and 26,777 nonprint items. In addition to hundreds of periodicals maintained in print, users have electronic access to thousands of journal titles in all subject areas. The institutional repository hosts a diverse collection of scholarly and creative content produced by faculty, students, and staff.

The Information Technology Services Division provides campus-wide computing support, networking services, email services/support, the technology Help Desk, the Computer Store, instructional television and video conferencing operations, installation and support for electronic classrooms, maintenance and operation of 700 computers in the library and general access computer labs across campus. Personnel support a complex campus telecommunications infrastructure for more than 26,000 user accounts utilizing nearly 1.5 terabytes of storage space.

H(11) Candidates and faculty have training in and access to current education-related technology.

The Education building is well-equipped, with all classrooms technology enabled. There are also three classrooms with stationary smart boards and two mobile smart boards that can be deployed anywhere in the building. In May, 2010 the School of Education wrote a grant request to the Morgan Family Foundation for the development of an Instructional Technology Discovery Lab (ITDL). The ITDL is a physical space in which teacher candidates can learn to creatively engage P-12 students using a variety of emerging and existing technologies (e.g. smart boards, assistive technology devices, iPhones, GPS equipment, Individual Response systems, digital video, Web 2.0 tools, and other interactive technology). The ITDL also serves as a place where faculty, cooperating teachers, school media specialists, and teacher candidates can explore instructional possibilities and practices using both state of the art and common technologies. It is a "safe" environment in which faculty can learn without feeling the need to have all the answers. Faculty from our Information Media department oversee the graduate assistants in the ITDL and have also created and hosted a number of informal technology-related learning opportunities for faculty, staff and students. There is a great deal of collaboration with P-12 practitioners in the design and delivery of these workshops.

H(12) The unit has sufficient faculty and administrative, clerical, and technical staff to ensure the

consistent delivery and quality of programs.

The organizational chart of unit staffing demonstrates that there is sufficient staffing to ensure consistent delivery of programs.