TPI Mini-grant Proposals for SCSU Licensure Areas
Goals of the Collaborative Work

- **Child and Family Studies Department**
    - Review of the current major courses and identify major assessments that will be used for building a student portfolio using the Passport system.
    - Review of the current field experience to develop a clear developmental approach to assignments and expectations.
    - Refinement of the current admission process that includes an interview, writing sample and dispositions contract and create a clear rubric that can be used as an initial key assessment for the program.
    - Review of current course assignment and create 3-5 key assessments that will be used to meet state and NCATE requirements for key assessments.

    TPI Proposals:
    ⇨ Admission Criteria
    ⇨ Enhanced Field Experiences

- **Languages and Culture**
    - Explore with colleagues from TESL and K-12 how best to design a dual licensure program with collaboration for the offering of methods courses, field experience, student teaching as well as other courses in the curriculums of the two licensure programs for students pursuing World Language and ESL licensure.
    - Design a program unique in the MnSCU system, with students being licensed in WL and TESL using a common curriculum at SCSU.

    TPI Proposals:
    ⇨ Co-Taught Course Work
    ⇨ Integrating Co-Teaching into Course and Field Work

- **Vocal and Instrumental Music Education Programs**
  - Assess current field experience opportunities
  - Enhance and expand field experience opportunities
  - Develop stronger communication and connections between K-12 music education faculty and the SCSU music education program
  - Connect with past graduates to gain their input into our program and suggestions for supporting new graduates

  TPI Proposals:
  ⇨ Enhanced Field Experiences
  ⇨ P-16 Professional Collaboration
  ⇨ P-12 Induction Program Essential Components & P-12 Partner District Induction Plan

- **Science Education**
  - Develop and implement an interview and writing sample as part of the admissions process
  - Design and develop a plan for implementing a new field experience associated with Earth and Atmospheric Science 205, Science 420 and/ or Science 430
  - Design and develop a plan for implementing co-teaching into Science 430

  TPI Proposals:
  ⇨ Admission Criteria
  ⇨ Enhanced Field Experiences
  ⇨ Co-Teaching (4 proposals)

- **Special Education**
  - Identify the necessary procedure(s) to collect a writing sample from applicants to the Academic and Behavioral Strategist (ABS) Program
  - Review the Evaluation Guidelines (Sentence Scoring Instructions and Paragraph Scoring Instructions) and Score Sheets for the pre-test and post-tests
  - Practice the procedures to evaluate the pre-test and post-tests and the writing sample
  - Determine a process for providing feedback to students regarding their performance on the writing sample

  TPI Proposals:
  ⇨ Admission Criteria
  ⇨ P-16 Professional Collaboration

- **Teacher Development**
  - Provide multiple opportunities for students to experience co-teaching before student teaching
  - Work with faculty across the institution to incorporate co-teaching into their curriculum
  - Support the modeling of co-teaching between P-12 educators and SCSU faculty

  TPI Proposals:
  ⇨ Co-Teaching (4 proposals)
  ⇨ P-16 Professional Collaboration

- **Teaching English as a Second Language- K-12**
  - Assessment of the K-12 ESL Licensure program by practicing P-12 teachers
  - Brainstorm innovations in the ESL teacher education with a focus on the following:
    - recruitment of teacher candidates, a critique of the SCSUs focus on recruiting bilinguals as ESL teachers
    - preparation; reducing redundancies in the ESL teacher education by
      a. Assessment of redundancies
      b. Co-teaching of selective courses to determine redundancies
        i. CEEP and second language acquisition
        ii. CEEP and assessment, evaluation and testing
        iii. HURL and ESL and Culture
        iv. Teacher Development courses and TESL methods courses, and
        v. IM and Computer Assisted Language Learning
  - Co-teaching, to use co-teaching practices to connect TESL and secondary education sequence courses
  - Field experiences, develop a systematic program for all field experiences to both increase FE hours for teacher candidates and regularize FE so that the teacher candidate creates relationships with practicing ESL teachers and with EL students
  - Cooperating teachers and university supervisors, to develop a plan for their selection and a system to review their effectiveness
  - Develop a feedback channel so that teacher candidates who are not successful in early field experiences are identified as early as possible
  - Assessment; developing a strategy to assess ESL teacher candidate progress through their preparation program
  - Support; to develop a plan for connecting SCSU faculty with ESL programs in P-12 partners to collaborate in assisting the transition to teaching

  TPI Proposals:
  ⇨ Admission Criteria
  ⇨ Enhanced Field Experiences
  ⇨ Co-Teaching (4 proposals)

- **Visual Arts Education**

    Three focus group meetings will be scheduled to address the following:
    - Implementing TPI initiatives - recruit and prepare recommendations
    - Develop greater connections between the University, the P-12 schools and stakeholders
    - Solicit ideas for fostering greater STEAM (adding the Arts to STEM) in arts education
    - 21st Century Skills and the importance of the arts in developing these skills
    - Developing enhanced field experiences
    - Connecting with past graduates obtaining input on our program and ways to give them greater support in their careers (TPI initiative)
    - Develop co-teaching opportunities between University faculty, area teachers, and current art education students

    TPI Proposals:
    ⇨ Admissions Criteria
    ⇨ Enhanced Field Experiences
    ⇨ P-12 Induction Program Essential Components & P-12 Partner District Induction Plan
    ⇨ Co-Teaching (4 proposals)