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VICE PRESIDENT FOR ACADEMIC AFFAIRS

720 Fourth Avenue South
St. Cloud, MN 56301-4498
Phone (320) 308-3143

TO: Dr. Michael Pickle and Dr. Jim Robinson, Co-Chairs of TEAC

FROM: Dr. Devinder Malhotra, Provost and Academic Vice President

DATE: Thursday, April 3, 2014

RE: Creation of Teacher Education Unit

This is to update you on the establishment of the Teacher Education Unit, a proposal submitted by the Teacher Preparation Initiative (TPI) and the recommendations submitted to me by Teacher Education Advisory Council (TEAC) which was reviewed for feedback by the Executive Teacher Education Council (ETEC), and the School of Education faculty. After my perusal of the "Proposal for the Creation of the Teacher Education Unit at SCSU" and associated input and feedback, I am pleased to inform all parties aforementioned that I have accepted the modified version of the February 19, 2014, proposal. The modifications were based on feedback we received from the Faculty Association leadership.

As of July 1, 2014, I am authorizing the Dean of Education who shall serve as head of the Teacher Education Unit to implement those components of the proposal that are not currently in place.

As indicated in the proposal, the Dean of the School of Education shall remain the head of the Unit. The academic programs within the Unit and the advisory council structures of TEAC and ETEC shall represent the subunits in advisory capacity for the Teacher Education Unit at SCSU. As of Fall 2014, the Unit head shall organize the K-12 and Secondary Interdisciplinary Programs and appoint a coordinator who shall be reassigned an 8 credit per academic year non-instructional load to lead and facilitate meaningful communication between members of this interdisciplinary program. Licensure areas and faculty appointments in the secondary programs shall be as recommended in the proposal.

Although components of the Unit have historically been in place, I applaud the expansions as they strengthen our teacher education programs here at SCSU. My expectation is that a fully formed unit will accomplish the following objectives as stated in the proposal:

- Reinforce a common goal of shared responsibility to prepare teachers;
- Allow for cohesive data collection and assessment practices;
- Create a forum for discussing the implementation of best Practice and information sharing;
- Elevate importance of teacher education at SCSU;
- Provide a sense of community, connectivity and cohesiveness among faculty who prepare

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- teacher candidates;
- Provide greater sustainability through shared resources, possibly minimizing budget limitations;
- Provide a venue for approving curricular changes that affect teacher education programs; and
- Provide a common "identity" for all teacher candidates.

My sincere thanks to TPI, and the faculty leaders of TEAC and ETEC whose hard work has brought the project proposal to fruition.

c: Dean Alawiye
Dean Bodvarsson
Dean Devers
Interim Dean Gregory
Dean Springer
Steve Hornstein
Becky Krystyniak

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TPI 2/19/14

Proposal for the Creation of a Teacher Education Unit at SCSU

Excerpt from St Cloud State University Academic Reorganization, A Final Report by President Earl H. Potter, III. December 10, 2010.

> *School of Education: The School of Education creates a more focused organizational structure for our education-related disciplines. A more focused School of Education will provide a rich environment for expanding our reputation as a leader in teacher preparation and educational administration. The framework is a transitional structure that will be more fully developed through- out work on the Teacher Preparation Initiative.*

Members of the Coordinating Team (CT) of the Teacher Preparation Initiative (TPI), as well as the Teacher Education Advisory Council (TEAC), have identified over the past year the need for a Teacher Education Unit (TEU) at SCSU, that is recognized by the faculty and administration, and that has decision-making power regarding teacher education programs. In the past, non-School of Education faculty participated in discussions regarding Teacher Education through ad-hoc committees, but this was a non-ideal approach to engaging faculty stakeholders in the work of Teacher Education. It also did not provide a venue for engaging staff and P-12 in decision-making.

The TPI CT has spent time evaluating several possible models for a TEU at SCSU. We have recommended a model that we believe will best represent the needs of SCSU faculty, staff and students, engages P-12 stakeholders, and that also aligns with NCATE and BOT expectations. The Coordinating Team includes Teacher Education Faculty from every department in the SOE, College and School representatives from the content areas, staff and P-12 members.

Why is a Teacher Education Unit at SCSU needed?

- Reinforces a common goal of shared responsibility to prepare teachers.
- Allows for cohesive assessment practices.
- Creates a forum for discussing the implementation of best practice and information sharing.
- Elevates importance of teacher education at SCSU
- May provide a sense of community, connectivity and cohesiveness among faculty who prepare teacher candidates.
- Provides greater sustainability through shared resources, possibly minimizing budget limitations.
- Current structure inhibits change and innovation.
- Provides a venue for approving curricular changes that affect teacher education programs.
- Needs to be planful; not reactionary to external decisions
- Provides a common "identity" for all teacher candidates
- NCATE and BOT requires the institution to have a TEU that is directly involved in:
    - the areas of faculty selection and assignments, tenure, promotion, and retention decisions;
    - decisions about recruitment and admission of candidates, curriculum decisions, evaluation and revision of programs, and the allocation of resources for licensure programs

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Who needs to be part of the TEU?

- Faculty identified as teaching/advising teacher candidates, in SOE and content colleges
- Faculty teaching Professional Education Courses (CEEP, HLTH, HURL, IM, SPED, TESL)
- Office of Clinical Experiences
- Student Services Office in SOE
- Assessment Director
- P-12
- Students

Decision points for a TEU model

- Faculty Appointments
- Tenure, Promotion and Retention decisions
- Budget and Allocation of Resources
- Curriculum
- Assessment
- Role of TEAC
- ETEC
- Workload policies
- Leadership

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Proposed Model

A K-12 and Secondary Education Interdisciplinary Program would be created and exist separately from the School of Education. Faculty who teach methods courses and advise candidates in K-12 and 5-12 licensure programs, Secondary Education faculty from Teacher Development, and faculty from Counseling and Community Psychology and Human Relations would be associated with the Program. All other faculty in the Teacher Education Unit currently reside in the following departments: Child and Family Studies, Information Media, Special Education and Teacher Development. The K-12 and Secondary Education Interdisciplinary Program and those four departments together would comprise the Teacher Education Unit. The Dean of the School of Education would also be the Unit Head for the Interdisciplinary Program, and would report directly to the Provost. This recommendation aligns with the organizational framework developed as part of the University Reorganization.

Faculty Appointments: Faculty that teach methods courses and advise candidates that are part of K-12 and Secondary Education programs **including** Secondary Education faculty from Teacher Development, *and* professional education courses would be appointed in the newly formed K-12 and Secondary Education Interdisciplinary Program **but NOT cross-rostered.** Contractually faculty must teach more than 50% of their course load for three consecutive years in an academic unit to be cross-rostered. Faculty would continue to be rostered in their home department. A tentative list of faculty and their programs is included on page 5 of the TPI Proposal for the Creation of a Teacher Education Unit. The Interdisciplinary Program would be considered an Academic Unit. Faculty appointments would be updated each year. This new Interdisciplinary Program and the following departments: Child and Family Studies, Information Media, Special Education and Teacher Development would constitute the Teacher Education Unit.

Tenure, Promotion and Retention decisions: Faculty home content departments will have responsibility for tenure, promotion and retention decisions. When primary work is in teacher education, other faculty in the K-12 and Secondary Education Interdisciplinary Program could review and comment on work as part of the PDP/PDR process. The TEU Unit Head would provide feedback on faculty work with the Interdisciplinary Program for K-12 and Secondary Education to the Supervisor.

Budget and allocation of resources: A separate budget for all teacher licensure programs in the Interdisciplinary Program, including field experiences, would be created. Office of Clinical Experiences would make all field placements. The Interdisciplinary Program would have a Director and clerical staff.

Curriculum: Curriculum will still originate in home departments and follow existing processes. When the curriculum proposals that affect K-12 and 5-12 programs are sent out to affected programs prior to going to the College Curriculum Committee, the Interdisciplinary Program will be included in that list of programs.

Assessment: The Interdisciplinary Program would be treated as part of the Teacher Education Unit in the University assessment structure.

TEAC: TEAC would serve as the Advisory Council of the Teacher Education Unit and would make recommendations to the Unit Head. The Office of Clinical Experiences, Student

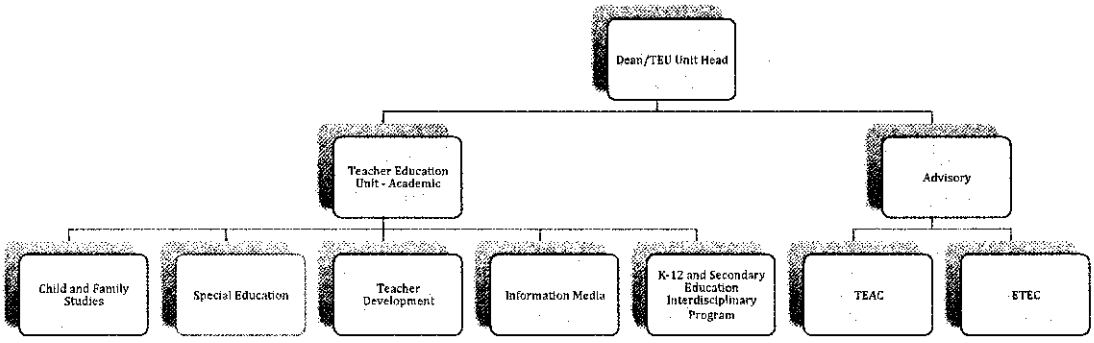
Services, students, and P-12 voice would be engaged here. Teacher Education curriculum proposals would come to TEAC for feedback as part of the curriculum process. Memorandums of Understanding would be created with all SCSU bargaining units regarding voting rights as needed.

ETEC: Would continue in its existing role as an Executive Advisory group to the Head of the Teacher Education Unit.

Workload policies: Both content departments and the Interdisciplinary Program engage in discussions regarding workload policies.

Leadership: The Interdisciplinary Program would have a faculty Director. The Director would report to School of Education Dean.

Teacher Education Unit Organizational Structure



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Licensure Areas/Faculty appointed in K-12 and Secondary Education Interdisciplinary Program

Licensure Area	Faculty
Art	Kathryn Gainey
Chemistry	Rebecca Krystyniak
Communication Arts and Literature	Renee Strom
Earth and Space Science Sciences	Jean Hoff
French	
General Science 5-8	Faculty already identified
German	Shawn Jarvis
Health/Physical Education	Carol Conkell Teresa Heck Caryl Martin Susan Tarr
Life Science	Patricia Hauslein Beverly Kochmann Mark Minger Patricia Simpson
Mathematics Education	Sonja Goerdt Susan Haller Melissa Hanzsek-Brill Bishnu Naraine Roozbeh Vakil
Music	Catharine Bushman Marcelyn Smale
Physics	Annette Lee
Social Studies	Cynthia Fitzhum Rob Galler Betsy Glade Ken Rebeck Kyle Ward
Spanish	Elena Kurinski
Technology Education	Kurt Helgeson James Nicholson
TESL	Choon Kim John Madden Jim Robinson Michael Schwartz
Teachers of Drive Safety	Brad Isberner

Secondary Education, which currently resides in Teacher Development, would be assigned to the Interdisciplinary Program of K-12 and Secondary Education.

Secondary Education – currently in Teacher Development	Robert Raymond Augusto Rojas

Faculty who teach courses that support Teacher Education licensure areas:

Counseling and Community Psychology	Tim Baker Steve Hoover Susan Pauralt-Dowds
Human Relations	Semya Hakim Sudie Hoffman

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Proposed MN Board of Teaching Unit Language

"Unit" means an institution or a defined subdivision of the institution, for example a college, department, or division, which has primary responsibility for overseeing and delivering teacher preparation programs.

F. Unit leadership:

1. A unit leader has responsibility for implementing current Board of Teaching requirements and approval processes;
2. A unit leader has responsibility for submitting required federal reports related to the teacher preparation and licensure;
3. The unit leader facilitates ongoing communication and collaboration with Arts and Sciences faculty members for developing, implementing, and maintaining continuity of licensure programs to assure that content standards are being taught and assessed as planned;
4. The unit leader facilitates ongoing communication and collaboration with P-12 school partners to assure quality field placements and to maintain the integrity of programs;
5. The unit leader is responsible to arrange training and orientation of cooperating teachers that addresses their role, program expectations, candidate assessments and timelines;
6. The unit leader provides periodic orientation to Board of Teaching standards, both unit and program-specific, to all unit faculty, including adjuncts and part time instructors, to assure program integrity, and consistency;
7. The unit leader monitors the institutional and unit long-range plans to ensure the ongoing vitality of the unit and its programs, and the future capacity of its physical facilities;
8. The unit leader is responsible to submit licensure program proposal applications and program effectiveness reports to the Board of Teaching for approval;
9. The unit leader is responsible for administering all licensure programs as approved and for notifying the Board of any changes to approved programs through the biennial program reporting process;
10. The unit leader is authorized to recommend for teacher licensure candidates who have completed the unit's teacher preparation programs; and
11. The unit leader has a monitoring process in place, and is responsible to ensure, that candidates successfully complete all Board of Teaching licensure assessments before recommending a candidate for licensure.

Unit governance and resources

1. Responsibility and authority for teacher preparation programs are exercised by a defined administrative and instructional unit, for example a department, division, school, or college of education;
2. The unit is directly involved in the areas of faculty selection and assignments, tenure, promotion, and retention decisions;
3. The unit is directly involved in decisions about recruitment and admission of candidates, curriculum decisions, evaluation and revision of programs, and the allocation of resources for licensure programs;
4. The unit has sufficient financial and physical resources and institutional support to sustain teacher preparation programs including adequate budgets, classroom and office space, technology support and equipment, supplies and materials;
5. The unit has sufficient numbers of faculty to teach in the licensure program(s) to ensure consistent quality and delivery of the program over time;

6. The unit has workload policies and adequate resources which enable all faculty who teach in licensure programs the time and resources to accommodate teaching, advising, assessment of candidates and programs, research, scholarship, program administration, committee work, supervision, service to schools and community;
7. Candidates and faculty have access to current books, journals, and electronic information that support teaching, learning, and scholarship;
8. Candidates and faculty in the unit have training in and access to current education related technology to support teaching, learning, and scholarship. The unit has sufficient faculty, administrative staff, support and technical staff to ensure consistent delivery and quality of programs and to comply with all Board reporting requirements to maintain unit and program approval; and
9. The unit has the capacity and established operational processes to obtain periodic external feedback on the performance of graduates as required for continuing program approval.

Standard 6: *Unit Governance and Resources*

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6a. Unit Leadership and Authority

UNACCEPTABLE	ACCEPTABLE	TARGET
Unit leadership and authority arrangements do not result in coherent planning, delivery, or operation of programs for the preparation of teachers and other school personnel. The unit does not effectively manage or coordinate all programs so that candidates meet standards. The unit does not effectively engage cooperating P–12 teachers and other practicing educators in program design, implementation, and evaluation. The unit's recruiting and admission practices are not described clearly or consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are inaccurate, inconsistent, and/or out of date. The unit does not ensure that candidates have access to student services such as advising or counseling. The unit is not recognized as a leader on campus or within the educational community.	The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. Faculty involved in the preparation of educators, P–12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.	The unit provides the leadership for effectively coordinating all programs at the institution designed to prepare education professionals to work in P–12 schools. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. The unit and other faculty collaborate with P–12 practitioners in program design, delivery, and evaluation of the unit and its programs. Colleagues in other units at the institution involved in the preparation of professional educators, school personnel, and other organizations recognize the unit as a leader. The unit provides professional development on effective teaching for faculty in other units of the institution.

6b. Unit Budget

UNACCEPTABLE	ACCEPTABLE	TARGET
Budgetary allocations to the unit, either in total or in comparison with other units on campus with clinical components or similar units at other campuses, do not support programs at levels necessary for candidates to meet standards.	The unit receives sufficient budgetary allocations at least proportional to other units on campus with clinical components or similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.	Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to P–12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the unit and its school partners.

6c. Personnel

UNACCEPTABLE	ACCEPTABLE	TARGET
Unit workload policies including class-size and online course delivery do not permit faculty members to be engaged effectively in teaching, scholarship, assessment, advisement, P–12 collaboration, and service. Faculty loads for teaching on campus and online generally exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per semester or the equivalent. Supervision of clinical practice generally exceeds 18 candidates for each full-time equivalent faculty member per semester or the equivalent. The unit's use of part-time faculty and graduate assistants contributes to the lack of program coherence and integrity. An inadequate number of support personnel limits faculty effectiveness and candidate progress toward meeting standards. Opportunities for professional development, including training in the use of technology, are limited, leading to an adverse effect on program quality.	Workload policies, including class-size and online course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P–12 schools, and service. Faculty loads for teaching on campus and online generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per semester or the equivalent. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester or the equivalent. The unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.	Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service, but also to professionally contribute on a community, state, regional, or national basis. Formal policies and procedures have been established to include online course delivery in determining faculty load. The unit's use of part-time faculty and of graduate teaching assistants is purposeful and employed to strengthen programs, including the preparation of teaching assistants. Clinical faculty are included in the unit as valued colleagues in preparing educators. Unit provision of support personnel significantly enhances the effectiveness of faculty in their teaching and mentoring of candidates. The unit supports professional development activities that engage faculty in dialogue and skill development related to emerging theories and practices.

6d. Unit Facilities

UNACCEPTABLE	ACCEPTABLE	TARGET
Campus and school facilities are not functional or well maintained to support candidate progress toward meeting standards. They do not support preparation of candidates to use current technologies.	The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidate use of information technology in instruction.	The unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.

6c. Unit Resources including Technology

UNACCEPTABLE	ACCEPTABLE	TARGET
Allocations of resources across programs are uneven in ways that impede candidates' ability to meet standards. Few or no resources are available for developing and implementing the unit's assessment plan. Information technology resources are so limited that candidates are unable to experience use of information technology. Professional education faculty and candidates do not have access to sufficient and current library and curricular resources or electronic information. Resources for distance learning programs do not provide sufficient reliability, speed, or confidentiality of connection in the delivery system.	The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and candidates. Professional education faculty and candidates have access both to sufficient and current library and curricular resources and electronic information. Resources for distance learning programs are sufficient to provide reliability, speed, and confidentiality of connection in the delivery system.	The unit aggressively and successfully secures resources to support high-quality and exemplary programs and projects to ensure that candidates meet standards. The development and implementation of the unit's assessment system is well funded. The unit serves as an information technology resource in education beyond the education programs—to the institution, community, and other institutions. Faculty and candidates have access to exemplary library, curricular, and electronic information resources that serve not only the unit but also a broader constituency. Resources for distance learning programs provide exceptional reliability, speed, and confidentiality of connection in the delivery system.

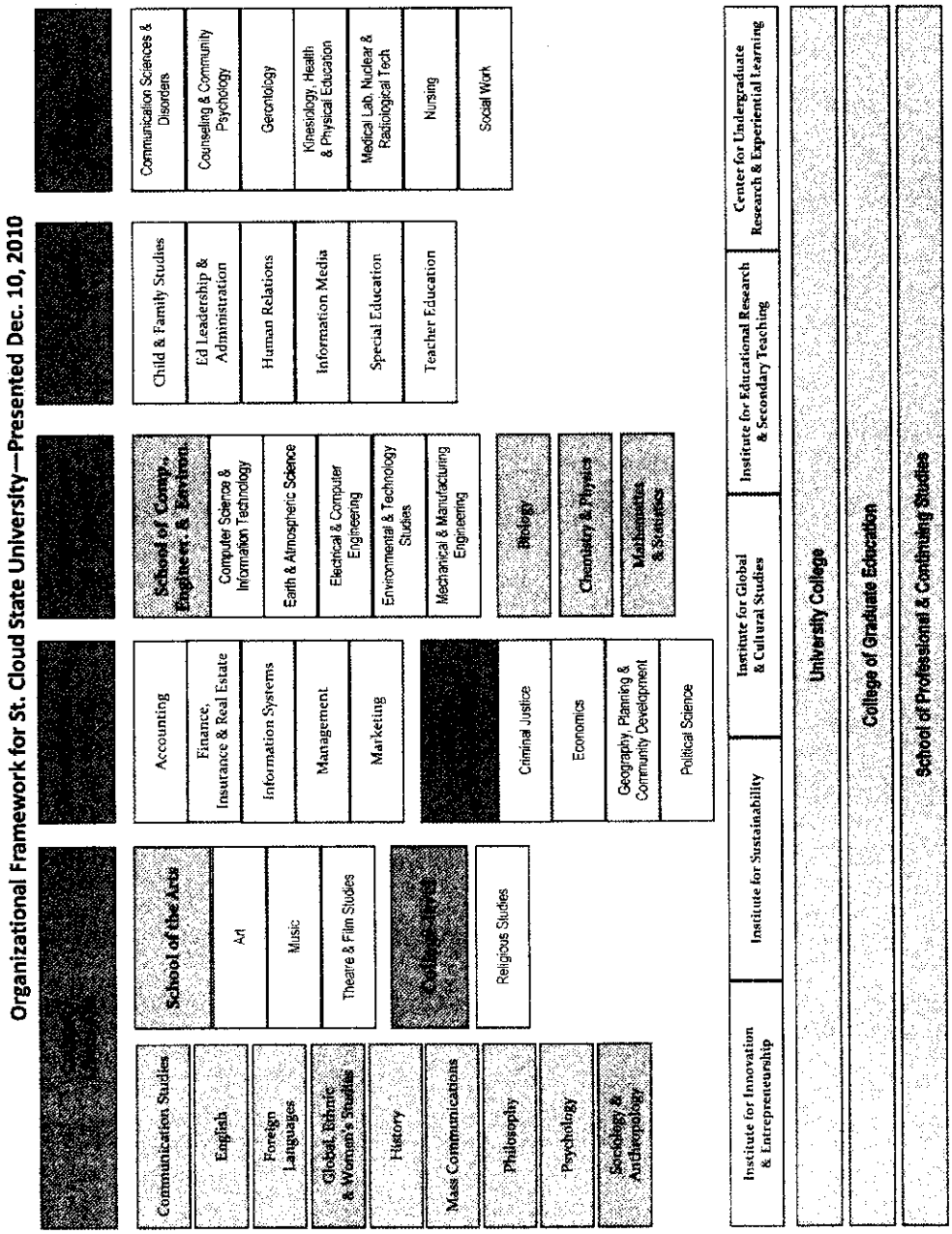
Supporting Explanation:

The unit performs the key leadership role in governance and management of curriculum, instruction, and resources for the preparation of professional educators. The unit is responsible for the quality of all school personnel prepared at the institution regardless of where the program is administratively located within the institution. Thus, units are expected to directly manage or coordinate all programs offered at the institution for the initial and continuing preparation of teachers and other professional school personnel. In this regard, they work with colleagues in arts and sciences and other units across campus as well as educators in P–12 schools.

The unit has designed, established, and maintained a structure and governance system for planning, delivering, and evaluating programs that includes school practitioners as well as faculty and administrators in other units of the institution. A key element of that system is the development and implementation of an assessment system that includes the gathering and use of candidate performance data, as described under Standard 2, to ensure that candidates meet standards.

The unit and its faculty have created a work climate that promotes intellectual vitality, best teaching practice, and scholarship. Policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service. Faculty load must consider the amount of time required for online delivery of courses and course components and provision of electronic support to candidates. Faculty are actively

engaged in schools and with teachers and other school personnel to design, evaluate, and deliver preparation programs. Assignments provide time to collaborate with school and other college or university faculty.

The unit maintains an adequate number of personnel and sufficient resources to ensure that candidates meet professional, state, and institutional standards. Programs for the initial and continuing preparation of educators require work on campus, in school settings, and sometimes in community agencies, ending with a culminating experience of student teaching or an internship. Clinical work in education, like other professional fields, requires adequate resources. It involves school as well as college or university faculty in teaching, providing feedback, and coaching to ensure that candidates are able to demonstrate the knowledge, skills, and professional dispositions expected in professional, state, and institutional standards. Sufficient resources, including information technology resources, are necessary to offer all of the programs at the institution that prepare educators to work in schools, including the delivery of high-quality field experiences and clinical practice.

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