



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



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



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



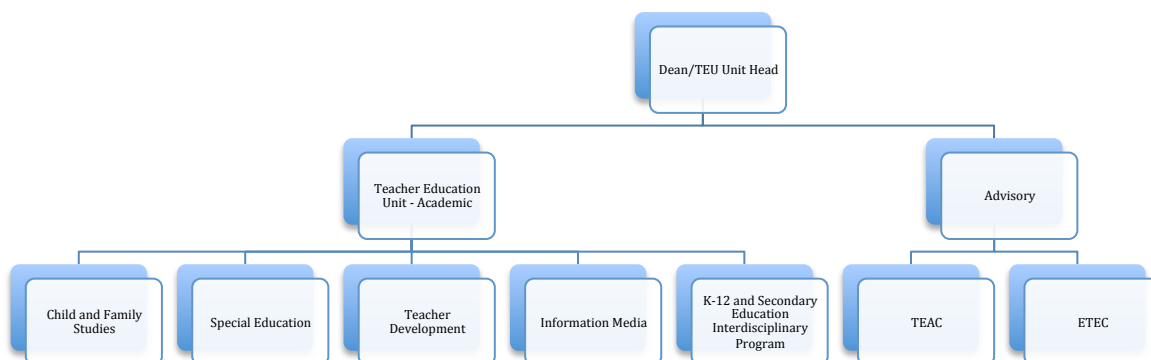
Services, students, and P-12 voice would be engaged here. Teacher Education curriculum proposals would come to TEAC for feedback as part of the curriculum process. Memorandums of Understanding would be created with all SCSU bargaining units regarding voting rights as needed.

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





**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 Goerd Susan Haller Melissa Hanzsek-Brill Bishnu Naraine Roosbeh 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



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.