




DATE: June 1, 2022 (October 25, 2023-Updated)

TO: Melissa Hanzsek-Brill, Director  
Dr. Shelby Chollett, Director of Assessment

FROM: Dr. Yelena Bailey, Executive Director 

RE: TPC Recommendation for Unit Approval: **CONTINUING APPROVAL w/ FOCUS AREAS through June 30, 2028**

In compliance with board requirements, St. Cloud State University submitted a self-study in fall 2021 with the Professional Standards and Licensing Board (PELSB) to undergo an on-site institutional evaluation to demonstrate compliance with standards in Board Rule 8705.1010. Per rule, an addendum was submitted in spring 2022 and a virtual site-visit was conducted April 25-27, 2022.

As a result of their review, the peer evaluators recommend to the Board that St. Cloud State University receive **CONTINUING APPROVAL with focus areas. The Unit Report on Continuous Improvement (per [8705.1500](#)) will be due on December 1, 2025 and must address the progress toward NOT MET standards 3(3), 4, 5, 6, 7, 8, 10.1(c), 19(2) and MET with CONCERN standards 13.2(b), 17, 26, 27 (5), and 29..**

On June 1, 2022, the Teacher Preparation Committee supported the recommendation from the peer evaluators for St. Cloud State University to receive **CONTINUING APPROVAL with focus areas. The Unit Report on Continuous Improvement will be due in fall 2024 and must address the progress toward NOT MET standards 3(3), 4, 5, 6, 7, 8, 10.1(c), 19(2) and MET with CONCERN standards 13.2(b), 17, 26, 27 (5), and 29. The next unit approval site visit will occur in spring 2028.**

**Team Findings Report and Recommendations**  
**Compliance Report for standards 8705.1010**

TEAM RECOMMENDATION	
	INITIAL APPROVAL
	CONTINUING APPROVAL
X	CONTINUING APPROVAL w/ FOCUS AREAS <i>through</i> June 30, 2028  URCI due: December 1, 2025  Next site visit spring 2028.
	PROBATION
	DISAPPROVAL

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## INTRODUCTION

### History

Founded in 1869, St. Cloud State University (SCSU) has been preparing high quality educators for over 150 years. As Minnesota's third Normal School, the St. Cloud program opened with five faculty providing the 2-year grammar school curriculum. Within ten years, the St. Cloud Normal School added a three-year advanced program focused on preparation of high school teachers. Long seen as an innovative provider on the leading edge of teacher preparation, St. Cloud has always been one of the top producers of Minnesota's education workforce. From its inception, the St. Cloud Normal School was a leader in research-based clinical practices, with the development of the Model School in the 1870's, where young learners attended school on campus, and teacher candidates were able to strengthen their classroom learning with authentic clinical practice. The partnership between St. Cloud's teacher preparation programs and area schools goes back over 100 years, to 1892, when teacher candidates first began student teaching in public school classrooms. By 1913 the model/laboratory school on campus had grown to the point that a new building (Riverview) was constructed to house the school, expanding the opportunities for teacher candidates to be mentored, and gain practical experience with young learners. Now on the National Register of Historic Places, and recently renovated, Riverview is still a vital academic building on our campus. The campus lab school moved to a new location on campus in 1958, where it remained until closing in 1983. It was the last campus lab school in the state system to close.

Over time, SCSU has met the demands of an evolving field, by developing a wide range of programs and preparing candidates for a myriad of roles in education settings. In 1921 the St. Cloud Normal School became the St. Cloud Teacher's College, which did not offer courses in any discipline other than education until 1947. In 1957, the St. Cloud Teacher's College was re-named St. Cloud State College, and in 1975, it became St. Cloud State University. Now a regional, comprehensive university, SCSU offers more than 200 undergraduate, and 60 graduate programs. The second largest of the seven 4-year universities in the Minnesota State system, SCSU serves over 16,000 students<sup>1</sup>. Currently, the Education Unit prepares candidates in 37 different education content areas, as well as providing preparation for principals, superintendents, community educators, special education directors and school counselors.

The Minnesota State system has not been immune to the challenges faced by institutions of higher education nationwide. In a time when K-12 enrollment and graduation rates are declining, and prospective students have more choices in terms of pathways to career-readiness, universities have had to re-examine their commitments and priorities. In 2019, SCSU's president, Dr. Robbyn Wacker, initiated the "It's Time" framework to begin the work of further building on our strengths and re-defining our institution as a reimagined regional comprehensive university. Central to the "It's Time" work has been the transition from a broad portfolio of programs to an institution offering market-relevant academic programs in four broad areas of distinction: **Education**, Holistic Health and Wellness, Leadership, and Engineering and Applied Science. The "It's Time" work, is

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<sup>1</sup> Data from the Minnesota State website, 02.12.21: <https://minnstate.edu/campusesprograms/index.html>

grounded in diversity, equity and inclusion, within and across all academic programs. As part of this new initiative, the School of Education was renamed the College of Education and Learning Design (CoELD), effective July 1, 2021. This name re-positions the Education Unit as an integral part of the SCSU community of teacher-scholars. Rather than returning to the past, (since we previously were known as the College of Education), this change positions us to move forward - to incorporate our planning, research, emphasis on equity, and focus on innovations in clinical practice.

Prioritizing education as an area of distinction upon which SCSU will continue to develop strong, relevant, innovative programming and partnerships has been a shift in administrative emphasis. Under the leadership of former presidents and deans, the education programs were somewhat overlooked in the interest of increasing the university's offerings in science and engineering. After some years of institutional inertia, the vision and leadership of Dean Jennifer Mueller, (hired in July 2017) and President Robbyn Wacker (hired in July 2018), have provided new energy and focus for the education unit. We are actively engaged in: elevating the significance and relevance of the field of education within SCSU, repairing and re-building strong partnerships within the Minnesota State system and our area E-12 community, building capacity to recruit and retain teacher candidates who reflect the racial, ethnic and linguistic diversity of our state, and providing the resources to bolster our teacher preparation programs as they strive to develop skilled educators with the capacity to nurture racial equity transformation and meet the needs of all learners. A strong advocate for collaboration, equity, social justice, clinically-based practice, accountability and innovation, Dean Mueller has already had a significant, positive impact on the education unit. Under Dean Mueller's leadership:

- Scholarly activity and grant funding has increased as faculty embark on innovative research and programming;
- Early childhood programming has increased, and the campus based Early Learning Center has become part of the College;
- Collaborations and partnerships have become strengthened and prolific;
- Student engagement has increased (the linked video, created by our Future Educator's Club, was made for the Great River Children's Museum);
- Planning is underway for the Education and Learning Design Complex - a new Education building, an expanded Early Learning Center and, eventually, a new campus laboratory school;
- Recruitment efforts have increased, with particular attention on first generation students, and candidates who are black, Indigenous, and people of color (BIPoC);
- Long-term strategic planning has been completed;
- A renewed focus has been placed on co-teaching in student teaching, including the development of a graduate certificate in co-teaching; and
- Internal structures are being developed to strengthen K-12/5-12 programming through the intentional integration of content and pedagogy.

## **Location**

SCSU encompasses a 100-acre campus on the banks of the Mississippi River, about 75 miles northwest of the Twin Cities metro area and is uniquely situated at the intersection of three counties (Stearns, Benton and Sherburne). This tri-county metropolitan area is the fourth largest metropolitan area in the state<sup>2</sup>. As such, SCSU provides opportunities for candidates to experience placements in a range of locales, from rural districts to urban districts. Our designated partner district, St. Cloud Area Schools - District 742, is rich in culture, language, heritage and abilities, with a student population that is 60% BIPOC, 23% multilingual, 20% special education, and 3% homeless student population, with nearly 60% eligible for free or reduced price lunches<sup>3</sup>. Nearly all our candidates have at least one placement in District 742 at some point in their program. In stark contrast, the student population at SCSU is 67% white, 27% Pell eligible and 17% with \$0 in expected family contribution. Immersing our candidates in the richness of the St. Cloud community and preparing them to be successful in any school or classroom setting is a top priority.

## **Summary of significant changes since the last visit**

- June 2015 – Board of Teaching grants continuing approval to the School of Education at St. Cloud State University, through June 30, 2022.
- University President
  - June 2016 – Dr. Earl Potter, President of St. Cloud State University, dies unexpectedly, and Provost (Dr. Ashish Vaidya) is named Interim President.
  - July 2018 – Dr. Robbyn Wacker begins as President of St. Cloud State University.
- Academic Affairs
  - June 2015 – Interim Provost leaves and new Provost hired.
  - June 2016 – Provost is named Interim President after death of Dr. Potter, and an Interim Provost is appointed.
  - March 2019 – Interim Provost becomes Provost and VP for Academic Affairs.
- School of Education Leadership
  - June 2015 – Dr. Osman Alawiye, Dean leaves the School of Education and is replaced by Interim Dean, Dr. Steve Hoover.
  - July 2017 – Interim Dean retires and is replaced by Dr. Jennifer Mueller, Dean.
- Assessment
  - October 2015 – Assessment Director leaves School of Education. Position remains unfilled for 13 months.
  - September 2016 – SCSU Office of Clinical Experiences (OCE) database breached – all students notified.
  - November 2016 – New Assessment Director begins.

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<sup>2</sup> Metropolitan statistical areas are defined by the U.S. Census Bureau. The St. Cloud metropolitan area consists of 2 counties, Stearns and Benton. The top 5 metropolitan statistical areas in the state, according to the 2010 census, and census growth projections over the ensuing 9 years are: Minneapolis-St. Paul-Bloomington, Duluth, Rochester, St. Cloud, Mankato. Data downloaded on 04.02.21 from <https://www.census.gov/data/tables/time-series/demo/popest/2010s-total-metro-and-micro-statistical-areas.html>

<sup>3</sup> [https://rc.education.mn.gov/#demographics/orgId--10742000000\\_groupType--district\\_p--8](https://rc.education.mn.gov/#demographics/orgId--10742000000_groupType--district_p--8)

- June 2018 – Assessment Director leaves. Position remains unfilled for 18 months.
- June 2018 – Institutional contract with Tk20 expired. Some functionality was extended one year to bridge until the new data system was up and running.
- Spring 2019 – RFP review process was held for new assessment data management system.
- August 2019 – New contract signed with AEFIS for assessment data management.
- October 2019 – Assessment Director position filled.
- February 2020 – Begin talks with InPlace to replace sunseting OCE database.
- March 2021 – Contract finalized with InPlace. Customization and development in progress with August 2021 go-live date.
- Spring 2021 – First program assessment reporting available in AEFIS.
- Finance and Administration
  - November 2017 – Vice President for Finance and Administration leaves.
  - July 2018 – New Vice President and Chief Financial Officer begins
  - July 2019 – Chief Financial Officer leaves, position remains unfilled for 12 months.
  - July 2020 – Tressa Ries begins as VP for Finance and Administration.

### **COVID-Related Information**

Obviously, the global coronavirus pandemic caused disruptions for our candidates, faculty and P-12 partners. Student teaching began as usual in January 2020. In response to increasing COVID-19 infection rates, Governor Tim Walz ordered public schools in Minnesota to close from March 18 - 27, 2020 to provide time for the state's school administrators and teachers to plan for a switch to distance learning. Minnesotans were ordered to stay at home beginning on March 27, 2020, at 11:59 pm. The state did not begin a partial re-opening until May 18, 2020.

At St. Cloud State University, students were on the regularly scheduled spring break from March 9-13, 2020. Spring break was extended for all students until March 29, during which time faculty prepared for the change in instructional delivery, and our classrooms were closed.

On March 27, 2020, PELSB approved discretionary variances waiving MN administrative rule 8705.1000, subp. 3G that requires 12 continuous weeks of face-to-face student teaching for initial licensure in the following situations:

- for teacher candidates who completed 10 or more weeks of face-to-face student teaching;
- for teacher candidates who completed 6-9 weeks of face-to-face student teaching supplemented by online or distance learning student teaching, for a total of 10 weeks (which did not have to be continuous);
- for teacher candidates with 6-9 weeks of face-to-face student teaching supplemented by replacement experiences or verification of preparedness.

In all these situations, providers were required to document the weeks of face-to-face student teaching completed, the weeks of online or distance learning student teaching, and the specific replacement experiences or verification of preparedness for each individual student. This information was collected for each teacher candidate and attached to their license application.

Of the 237 initial licensure student teachers, only 4 were unable to continue in their student teaching placement with their host teacher and classroom students. Those able to remain in their placement in the new instructional delivery mode brought valuable contributions to student learning. The four who could not stay in their placements after March 27 completed supplemental equivalent experiences developed by program faculty.

All early field placements for spring 2020 were canceled. We communicated with PELSB that these students would make up the hours in subsequent field experiences. During the state stay-at-home order, finger printing for background checks on licensure applicants was not available, making it impossible for recent graduates to complete their licensure process. Testing centers were also closed, resulting in content and pedagogy examinations being cancelled or rescheduled. In response to the growing concerns that closed testing centers would further exacerbate the teacher shortage in the state, PELSB agreed to issue a Conditional Tier 3 license to individuals who were unable to take required content and pedagogy exams due to COVID-related closures of testing centers during the stay-at-home order. This option expired on Oct.31, 2020.

The start of the 2020-2021 academic year found Minnesota public schools preparing for three scenarios, per Executive Order 20-99, the “Safe Learning Plan”.

- In-person learning for all students
- Hybrid model with strict social distancing and capacity limits
- Distance learning only

The Safe Learning Plan enabled districts to safely meet learner needs by responding to the exposure level in their local community rather than mandating a single approach state-wide. While this enabled districts to move between the models as exposure levels changed, it made it difficult to obtain commitments for early field and student teaching experiences.

Student teachers and field experience teacher candidates were classified by the governor as “essential” workers and allowed to enter the schools. Candidates in our programs were required to complete and return the COVID acknowledgement and disclosure prior to entering any school buildings during this time. Supervising faculty, however, were not. Not all districts were amenable to video supervision using the university platform (Zoom), even if instruction was virtual and in real time, due to privacy issues. Those districts required the supervisors to be invited to observe within the platform that the district used, such as Google Meet. Most observations were completed virtually for student teaching.



Due to the uncertainty of how classroom instruction would be handled from district to district and day-to-day with COVID surges, PELSB passed a resolution that during the 2020-2021 academic year, they would not enforce rules that required:

- that student teaching be face-to-face
- that student teaching weeks be continuous
- that initial licensure candidates complete an edTPA.

They provided detailed guidance for teacher preparation providers outlining acceptable clinical experiences.

At St. Cloud State University, teacher candidates participate in well over the required 100 hours of clinical experience prior to student teaching. For the 2020-2021 academic year, we prioritized the placement of candidates who were in the semester prior to student teaching, when they have their intensive field experience. Earlier field experiences were made in classroom settings, when possible, but we also developed and documented alternate opportunities that fell within the PELSB guidelines. We received a variance to place candidates in a non-school based experience with the Boys and Girls Club of Central Minnesota, where they worked with both individual and groups of students, providing homework assistance and tutoring, under the informal supervision of two retired educators. The Office of Clinical Experiences has maintained records of each candidate's experience in order to affirm that they are adequately prepared for licensure. Because the candidates at SCSU student teach for more than the minimum number of weeks, a variance was approved for some student teaching hours to be counted as field experience to meet the rule.

Prior to the state's stay-at-home order last spring, the Education Unit at St. Cloud State University established a COVID Course Triage Team to assist faculty in making the shift from in-person to online instruction. Courses were successfully transitioned for online delivery during the spring semester, when we were under the stay-at-home order. Fall 2020 courses were offered in either a hybrid or completely online format, and with the help of the triage team, there was little disruption to students when courses had to switch back and forth. We also created a Student Support Team, helping students with the switch to online delivery, checking in on their health and well-being, and maintaining contact during a very uncertain and anxiety-producing time.

St. Cloud State University April 25-27, 2022	
Team Member #1	Team Member #2
<b>Rhea Walker</b> Winona State University Department Chairperson/ Professor Education Studies Department	<b>Kim Spoor</b> Fond du Lac Tribal & Community College Dean of Education
Team Member #3	Staff Member:
<b>Heather Campbell</b> St. Olaf College Associate Professor Director of Assessment   Education Department/Director of First-Year Seminar	<b>Alex Liuzzi</b> PELSB, Executive Director <a href="mailto:Alex.liuzzi@state.mn.edu">Alex.liuzzi@state.mn.edu</a>
<b>Team Chair:</b> Tyra Nelson-Reck Teacher Education Specialist PELSB <a href="mailto:tyra.reck@state.mn.us">tyra.reck@state.mn.us</a>	

Subpart 1. <b>Standards for program design and improvement.</b>		<b>Team Recommendations</b>
<b>Standard 1</b> MET	The unit must ensure each program has a clear and consistent conceptual framework threaded throughout the program that is research-based, results-oriented, and focused on the skills teachers need to be effective.	MET
<b>Standard 2</b> MET	The unit must ensure each program provides effective instruction on:	(1) MET
	(1) content-specific methods that meet the scope of the licensure area;	
	(2) the teacher Code of Ethics;	(2) MET
	(3) lesson planning, including the use of Minnesota academic standards, or, if unavailable, national discipline-specific standards;	(3) MET
	(4) the knowledge and skills needed to provide appropriate instruction to multilingual learners to support and accelerate academic literacy, including oral academic language and achievement in content areas in a regular classroom setting;	(4) MET

	(5) the knowledge and skills needed to implement culturally responsive teaching and instructional strategies, including incorporating opportunities for candidates to learn about the role of teachers to disrupt patterns and systems of racism, privilege, and oppression;	(5) MET
	(6) research-based practices in reading that enable the candidate to teach reading in the candidate's licensure field;	(6) MET
	(7) using a student's native language as a resource in creating effective differentiated instructional strategies for multilingual learners developing literacy skills;	(7) MET
	(8) the knowledge and skills needed to engage students with technology and deliver digital and blended learning curricula.	(8) MET
<b>Standard 3</b>  NOT MET w/ Concerns around 3	The unit must implement an assessment system with a process for annually collecting and reviewing data from:  (1) surveys, including those from:	
	(a) initial licensure program completers at the time of program completion;	(a) MET

	(b) initial licensure program completers one year after completion; and	(b) MET
	(c) initial licensure program completers' supervisors one year after completion;	(c) MET
	(2) clinical experiences;	(2) MET
	(3) multiple assessments as required by Standard 19; and	(3) NOT MET:  WHILE PROGRAMS IDENTIFIED MULTIPLE ASSESSMENTS AT THE PROGRAM LEVEL, A PROCESS FOR ANNUALLY COLLECTING AND REVIEWING DATA AT THE UNIT LEVEL WAS NOT EVIDENT.
	(4) candidate scores on state-required examinations and board-adopted performance assessments.	(4) MET
<b>Standard 4</b>  NOT MET	<p>The unit's assessment system must include a process to engage its stakeholders, including candidates, program completers, school partners, teacher educators, and representatives from the community to:</p> <p>(1) systematically review data collected under Standard 3;</p>	<p>(1) NOT MET</p> <p>WHILE THE INDIVIDUAL PROGRAMS ENGAGE STAKEHOLDERS IDENTIFIED IN THIS STANDARD, IT WAS NOT EVIDENT THAT THIS WAS OCCURRING AT THE UNIT LEVEL.</p>

	<p>(2) provide feedback and recommendations on unit-wide strengths and areas of improvement, which can include program-specific feedback and recommendations; and</p> <p>(3) provide feedback and recommendations on long-term plans specific to the unit's program offerings.</p>	<p>(1) NOT MET</p> <p>IT WAS NOT EVIDENT THAT STAKEHOLDER FEEDBACK AND RECOMMENDATIONS OCCUR AT THE UNIT LEVEL.</p>
		<p>(2) NOT MET</p> <p>STAKEHOLDERS PROVIDE PROGRAM FEEDBACK ON RECOMMENDATIONS FOR LONG-TERM PLANS, BUT IT WAS NOT EVIDENT HOW THIS WAS OCCURRING AT THE UNIT LEVEL.</p>
<p><b>Standard 5</b></p> <p>NOT MET</p>	<p>The unit must implement a formal process for using the assessment system and stakeholder feedback to inform unit and program improvement.</p>	<p>NOT MET</p> <p>WHILE STAKEHOLDERS PROVIDE FEEDBACK INFORMALLY TO THE UNIT FOR PROGRAM IMPROVEMENT, A FORMAL PROCESS FOR OBTAINING STAKEHOLDER FEEDBACK WAS NOT EVIDENT.</p>
<p><b>Subp. 2. Standards for the designated school partnership (DSP).</b></p>		
<p><b>Standard 6</b></p> <p>NOT MET</p>	<p>The unit must have at least one designated school partnership with a school or district that works collaboratively to align theory and practice and that meets the standards in this subpart. The unit may have additional partnerships with districts or schools to place candidates in clinical experiences according to the standards in subpart 3.</p>	<p>NOT MET</p> <p>ALTHOUGH THE UNIT HAS DRAFTED AN AGREEMENT WITH THEIR DESIGNATED SCHOOL PARTNER, MORE TIME IS</p>

		NEEDED FOR THE UNIT AND DISTRICT TO FINALIZE THE AGREEMENT.
<b>Standard 7</b>  NOT MET	<p>For the purpose of continuous improvement and shared accountability, the unit and designated school partner must maintain an agreement that addresses:</p> <p>(1) the type of student data that the designated school partner is authorized and willing to share with the candidate and unit regarding student achievement and progress under Minnesota Statutes, section 13.05, subdivision 7;</p> <p>(2) the type of aggregated candidate data that the unit will share with the designated school partner regarding candidate efficacy and survey data under Minnesota Statutes, section 13.05, subdivision 7; and</p> <p>(3) how the unit will solicit feedback and recommendations from candidates, supervisors, and cooperating teachers about clinical experiences with the designated school partner.</p>	<p>(1) NOT MET</p> <p>THE UNIT AND THE DESIGNATED SCHOOL PARTNER DO NOT YET HAVE A SIGNED AGREEMENT. THE DRAFT AGREEMENT DOES INCLUDE THIS CRITERIA.</p>
		<p>(2) NOT MET</p> <p>THE UNIT AND THE DESIGNATED SCHOOL PARTNER DO NOT YET HAVE A SIGNED AGREEMENT. THE DRAFT AGREEMENT DOES INCLUDE THIS CRITERIA.</p>
		<p>(3) NOT MET</p> <p>THE UNIT AND THE DESIGNATED SCHOOL PARTNER DO NOT YET HAVE A SIGNED AGREEMENT. THE DRAFT AGREEMENT DOES NOT INCLUDE THIS CRITERIA.</p>

<p><b>Standard 8</b></p> <p>NOT MET</p>	<p>The unit must meet a minimum of two times per year with the designated school partner. The unit must engage in ongoing collaboration with the designated partner to:</p> <p>(1) review data including but not limited to data collected under Standards 3 and 7;</p> <p>(2) assess feedback from candidates, supervisors, and cooperating teachers;</p> <p>(3) evaluate the effectiveness of the partnership to meet mutually beneficial short-term and long-term goals; and</p> <p>(4) engage in decision-making processes regarding changes to design and implementation of teacher preparation programs.</p>	<p>(1) NOT MET</p> <p>THE UNIT AND THE DESIGNATED SCHOOL PARTNER DO NOT YET HAVE A SIGNED AGREEMENT. THE DRAFT AGREEMENT DOES INCLUDE THIS CRITERIA.</p> <p>(2) NOT MET</p> <p>THE UNIT AND THE DESIGNATED SCHOOL PARTNER DO NOT YET HAVE A SIGNED AGREEMENT. THE DRAFT AGREEMENT DOES NOT INCLUDE THIS CRITERIA.</p> <p>(3) NOT MET</p> <p>THE UNIT AND THE DESIGNATED SCHOOL PARTNER DO NOT YET HAVE A SIGNED AGREEMENT. THE DRAFT AGREEMENT DOES INCLUDE THIS CRITERIA.</p> <p>(4) NOT MET</p> <p>THE UNIT AND THE DESIGNATED SCHOOL PARTNER DO NOT YET HAVE A SIGNED AGREEMENT. THE DRAFT AGREEMENT DOES NOT INCLUDE THIS CRITERIA.</p>
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Subp. 3. Standards for clinical experiences.		
<b>Standard 9</b>  MET	<p>The unit and each school partner must maintain an agreement that addresses:</p> <ul style="list-style-type: none"> <li>(1) the expectations for the candidate during a clinical experience;</li> <li>(2) the responsibilities held by the school partner during a clinical experience;</li> <li>(3) the grounds for removing a candidate from a clinical experience and the process for removal; and</li> <li>(4) the process for identifying cooperating teachers who model: <ul style="list-style-type: none"> <li>(a) effective instruction, including the use of state academic standards or, if unavailable, national discipline-specific standards; and</li> <li>(b) culturally responsive teaching.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>(1) MET</li> <li>(2) MET</li> <li>(3) MET</li> <li>(4)</li> <li>(a) MET</li> <li>(b) MET</li> </ul>
<b>Standard 10</b>  NOT MET w/ Concerns around  (1) ( c)	<p>The unit must collaborate with each school partner to ensure that:</p> <ul style="list-style-type: none"> <li>(1) each cooperating teacher paired with a candidate during student teaching and practicum: <ul style="list-style-type: none"> <li>(a) has at least three years of teaching experience as a teacher of record in the licensure area;</li> <li>(b) holds a professional license aligned to the assignment;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>(1)</li> <li>(a) MET</li> <li>(b) MET</li> </ul>

	<p>(c) has completed professional development in coaching strategies for adult learners; and</p> <p>(d) meets all other requirements in state statute;</p> <p>(2) each cooperating teacher paired with a candidate during field experiences:</p> <p>(a) has at least two years of teaching experience;</p> <p>(b) holds a Tier 2 license or professional license aligned to the assignment; and</p> <p>(c) meets all other requirements in state statute; and</p> <p>(3) each cooperating teacher receives training that addresses the cooperating teacher's role, program expectations, candidate assessments, procedures, and timelines.</p>	<p>(c) NOT MET</p> <p>WHILE THE UNIT OFFERS PROFESSIONAL DEVELOPMENT IN COACHING STRATEGIES, THE UNIT DOES NOT ENSURE THAT ALL COOPERATING TEACHERS HAVE COMPLETED THE TRAINING.</p> <p>(d) MET</p> <p>(2)</p> <p>(a) MET</p> <p>(b) MET</p> <p>(c) MET</p> <p>(3) MET</p>
<p><b>Standard 11</b></p> <p>MET</p>	<p>For candidates seeking an initial professional license, the unit must:</p> <p>(1) provide a minimum of 100 field experience hours prior to student teaching that includes:</p> <p>(a) at least 60 field experience hours that are aligned to the scope and content of the licensure field sought;</p>	<p>(1)</p> <p>(a) MET</p>

	<p>(b) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and</p> <p>(c) experience with students with a range of exceptionalities, including students on an individualized education plan; and</p> <p>(2) provide a minimum of 12 full-time weeks, or the equivalent number of weeks where the candidate is participating in at least 80 percent of the contracted school week, of face-to-face student teaching that:</p> <p>(a) is aligned to the scope and content of the licensure field sought;</p> <p>(b) is split into no more than two placements where each placement is with a continuous group of students and for continuous weeks in alignment with the school calendar and day;</p> <p>(c) includes ongoing observations with actionable feedback to ensure growth and attainment of standards with a minimum of four observations conducted by the cooperating teacher;</p> <p>(d) includes ongoing observations with actionable feedback to ensure to ensure growth and attainment of standards with a minimum of four observations conducted by the supervisor;</p> <p>(e) includes a minimum of three triad meetings with the cooperating teacher, the supervisor, and the candidate for clear and consistent communication; and</p> <p>(f) includes a written evaluation by the supervisor that addresses the candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the required professional dispositions.</p>	<p>(b) MET</p> <p>(c) MET</p> <p>(2)</p> <p>(a) MET</p> <p>(b) MET</p> <p>(c) MET</p> <p>(d) MET</p> <p>(e) MET</p> <p>(f) MET</p>
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<p><b>Standard 12</b></p> <p>MET</p>	<p>For seeking more than one professional license, the unit must:</p> <p>(1) provide a minimum of 100 field experience hours prior to student teaching that include:</p> <p>(a) at least 30 field experience hours that are aligned to the scope and content of each license and endorsement sought;</p> <p>(b) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and</p> <p>(c) experience with students with a range of exceptionalities, including students on an individualized education plan; and</p> <p>(2) provide a minimum of 14 full-time weeks, or the equivalent number of weeks where the candidate is participating in at least 80 percent of the contracted school week, of face-to-face student teaching that:</p> <p>(a) includes a placement aligned to the scope and content of each license &amp; endorsement sought;</p> <p>(b) is split into no more than two placements, where each placement is a minimum of two weeks or the equivalent, with a continuous group of students and for continuous weeks in alignment with the school calendar and day;</p> <p>(c) includes observations with actionable feedback to ensure growth and attainment of standards with a minimum of five observations, with at least one observation per placement, conducted by the cooperating teacher;</p> <p>(d) includes observations with actionable feedback to ensure growth and attainment of standards with a minimum of five observations, with at least one observation per placement, conducted by the supervisor;</p>	<p>(1)</p> <p>(a) MET</p> <p>(b) MET</p> <p>(c) MET</p> <p>(2)</p> <p>(a) MET</p> <p>(b) MET</p> <p>(c) MET</p> <p>(d) MET</p>
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	(e) includes a minimum of four triad meetings, with at least one triad meeting per placement with the cooperating teacher, the supervisor, and the candidate; and candidate's ability to meet the applicable standards in parts 8710.2000 to 8710.8080 and the required professional dispositions.	(e) MET
<b>Standard 13</b>  MET w/ Concern  W/ CONCERNS around 2(b)	<p>For candidates who have completed licensure via portfolio or a state-approved initial licensure teacher preparation program, and are seeking an additional license or endorsement, the unit must:</p> <p>(1) have a documented process for evaluating a candidate's prior clinical experiences and teaching experiences including:</p> <p>(a) experience aligned to the scope and content of the license or endorsement sought;</p> <p>(b) experience with students who differ in race, ethnicity, home language, and socioeconomic status; and</p>	<p>(1)</p> <p>(a) MET</p> <p>(b) MET</p> <p>(c) MET</p> <p>(2)</p> <p>(a) MET</p> <p>(b) MET w/ CONCERN</p> <p>CURRENTLY, A NUMBER OF PROGRAMS DO NOT MEET THE MINIMUM OF 80 HOURS. THE UNIT DOES HAVE A PLAN IN PLACE TO MEET THIS REQUIREMENT PRIOR TO THE EXPIRATION OF THEIR CURRENT UNIT APPROVAL.</p>

	<p>(c) experience with students with a range of exceptionalities, including students on an individualized education plan; and</p> <p>(2) design a practicum experience that addresses any gaps in prior experience listed in subitem (1) and that:</p> <p>(a) aligns to the scope and content of the license or endorsement sought;</p> <p>(b) is a minimum of 80 hours with a continuous group of students;</p> <p>(c) provides observations with actionable feedback to ensure growth and attainment of standards with a minimum of two observations by the cooperating teacher;</p> <p>(d) provides observations with actionable feedback to ensure growth and attainment of standards with a minimum of two observations by the supervisor;</p> <p>(e) includes a minimum of one triad meeting with the cooperating teacher, the supervisor, and the candidate for clear and consistent communication; and candidate's ability to meet the standards in parts 8710.2000 to 8710.8080 and the candidate's professional dispositions.</p>	<p>(c) MET</p> <p>(d) MET</p> <p>(e) MET</p>
<p><b>Standard 14</b></p> <p>MET</p>	<p>For a candidate working as a teacher of record while completing a teacher preparation program to obtain an initial professional license, the unit must ensure:</p> <p>(1) the candidate completes the requirements in Standard 11;</p> <p>(2) a cooperating teacher holding a professional license</p>	<p>(1) MET</p> <p>(2) MET</p>

	<p>in the licensure area sought is available to work with the candidate throughout the course of the student teaching experience; and</p> <p>(3) a cooperating teacher holding a professional license aligned to the licensure area or scope of the license sought is available in the school to work with the candidate to model effective practices and provide feedback throughout the course of the student teaching experience.</p>	(3) MET
<p><b>Standard 15</b></p> <p>MET</p>	<p>The unit must ensure each supervisor:</p> <p>(1) is qualified by one of the following:</p> <p>(a) holding or having held a professional license aligned to the licensure field or scope of the license sought by the candidate and at least three years of experience as a teacher of record; or</p> <p>(b) being a current or former E-12 administrator with documented experience in teacher evaluation;</p> <p>(2) completes professional development in coaching strategies for adult learners; and</p> <p>(3) completes training on the program requirements and evaluation procedures for candidates.</p>	<p>(1) MET</p> <p>(2) MET</p> <p>(3) MET</p>
<b>Subp. 4. Standards for candidates.</b>		Standard
<b>Standard 16</b>	The unit must implement effective strategies to recruit, retain, and increase the percentage of candidates who:	

MET	<p>(1) complete programs that address state and district teacher shortage areas; and</p> <p>(2) are of color or indigenous in proportion to either regional or state K-12 student demographic ratios.</p>	<p>(1) MET</p> <p>(2) MET</p>
<b>Standard 17</b> MET W/ CONCERN	<p>The unit must maintain accurate records of candidate progress through the program, including applicable learning opportunities and coursework, clinical experiences, and all program requirements.</p>	<p>MET W/ CONCERN</p> <p>WHILE RECORDS OF CANDIDATE PROGRESS ARE BEING MAINTAINED AT THE PROGRAM LEVEL, AS NOTED IN THE SELF-STUDY AND ADDENDUM, THE UNIT IS IN THE PROCESS OF BUILDING THE SYSTEMS TO COLLECT ALL PROGRAM REQUIREMENTS AT THE UNIT LEVEL, INCLUDING THE ATTAINMENT OF STANDARDS.</p>
<b>Standard 18</b> MET	<p>The unit must make available to candidates, online or in print, the following information:</p> <p>(1) a description of the requirements for admission into each program;</p>	<p>(1) MET</p>



	<p>(2) a description of the completion requirements for each program;</p> <p>(3) a description of the state requirements for licensure, including information about the completion of a board-adopted performance assessment;</p> <p>(4) the unit's procedures for receiving and responding to complaints and grievances from candidates;</p> <p>(5) the unit's policy for substituting program requirements for prior learning experiences, coursework, teaching experience, and credit by examination. The policy must make clear that the unit will not substitute prior experience for student teaching requirements in Standard 11, item C, subitem (2), and Standard 12, item D, subitem (2);</p> <p>(6) a description of the candidate's appeal process if not recommended for licensure;</p> <p>(7) cost information, including information about financial aid; and</p> <p>(8) unit and program accreditation status.</p>	<p>(2) MET</p> <p>(3) MET</p> <p>(4) MET</p> <p>(5) MET</p> <p>(6) MET</p> <p>(7) MET</p> <p>(8) MET</p>
<p><b>Standard 19</b></p> <p>NOT MET w/ Concerns around (2)</p>	<p>The unit must monitor each candidate's attainment of content and pedagogical knowledge and skills as required by parts 8710.2000 to 8710.8080, enactment of unit-determined professional dispositions, and progress toward completing the program by assessing each candidate:</p>	<p>(1) MET</p>

	<p>(1) at a minimum of three identified checkpoints, including at entry, midpoint through the program, and at exit; and</p> <p>(2) through multiple assessments implemented throughout the program.</p>	<p>(2) NOT MET</p> <p>THE UNIT IS NOT MONITORING THE ATTAINMENT OF CONTENT AND PEDAGOGICAL KNOWLEDGE AND SKILLS OR DISPOSITIONS. THESE ARE MONITORED AT THE PROGRAM ONLY.</p>
<p><b>Standard 20</b></p> <p>MET</p>	<p>The unit must provide each candidate with individualized advising, which includes:</p> <p>(1) prior to student teaching or practicum, discussing the candidate's attainment of content and pedagogical knowledge and skills as required by parts 8710.2000 to 8710.8080, enactment of professional dispositions, and progress toward completing the program; content and pedagogical knowledge and skills as required by parts 8710.2000 to 8710.8080, enactment of professional dispositions, and progress toward completing the program;</p> <p>(2) counseling a candidate out of the program who is failing to evidence the necessary content and pedagogical knowledge and skills or professional dispositions to be an effective teacher; and</p>	<p>(1) MET</p> <p><b>Comment to unit:</b> Student teachers commented that they received uneven advising particularly between the unit and content departments who didn't understand the courses required for each major (this was also cited in the unit report, page 33). Student teachers commented that they also received uneven exposure to and assistance with the edTPA prior to and during student teaching.</p> <p>(2) MET</p>

	(3) documenting program completion.	(3) MET
<b>Standard 21</b> MET	The unit must ensure each candidate, prior to completing an initial licensure program, completes a board-adopted teacher performance assessment if an assessment exists that is aligned with the license sought.	MET
<b>Subp. 5. Standards for teacher educators.</b>		
<b>Standard 22</b> MET	The unit must implement effective strategies to recruit, retain, and increase the percentage of teacher educators who are of color or indigenous in proportion to either regional or state K-12 student demographic ratios.	MET
<b>Standard 23</b> MET	<p>The unit must ensure each teacher educator is able to show expertise for teaching assignments through documentation of one of the following:</p> <p>(1) the individual holds a master's degree or higher in any field and:</p> <p>(a) at least 18 graduate credits in the teacher educator's area of instruction; or</p>	<p>(1) MET</p> <p>(a) MET</p>

	<p>(b) has completed a dissertation or published peer-reviewed research in the teacher educator's area of instruction;</p> <p>(2) the individual:</p> <p>(a) holds a bachelor's degree in any field;</p> <p>(b) has at least five years of experience as a teacher of record; and</p> <p>(c) has completed a state-approved teacher preparation program.</p> <p>At least one of the components listed in units (a) to (c) must align to the content area of instruction;</p> <p>(3) for teacher educators of career and technical education or the visual or performing arts, a bachelor's degree in any field and at least five years of relevant professional work experience aligned to the teacher educator's area of instruction; or</p> <p>(4) the individual holds a bachelor's degree or higher in any field and provides evidence of the individual's background and experience to the board that demonstrates essential equivalency of necessary pedagogical and content standard proficiency. Examples of background and experience include but are not limited to previous work experiences, teaching experiences, educator evaluations, industry-recognized certifications, and national board certification.</p>	<p>(b) MET</p> <p>(2) MET</p> <p>(a) MET</p> <p>(b) MET</p> <p>(c) MET</p> <p>(3) MET</p> <p>(4) MET</p> <p>Teacher educators who have been flagged for pathway 4 have been identified and inquiries have been submitted by the unit. Guidance will be provided by fall 2022.</p>
<p><b>Standard 24</b></p> <p>NO CONCERNS FOUND--</p>	<p>The unit must ensure each teacher educator of field-specific methods instruction, including reading methods, is able to show expertise for teaching assignments through documentation of one of the following:</p> <p>(1) the individual:</p> <p>(a) holds a master's degree or higher in any field and:</p>	<p>COMPLIANCE TO STANDARD 24 DOES NOT GO INTO EFFECT UNTIL APRIL 26, 2024. AS SUCH, REVIEWERS ARE NOT MAKING A FORMAL DETERMINATION OF "MET", "MET WITH CONCERN" OR "NOT MET" AT THIS TIME. HOWEVER, THE REVIEW TEAM HAS EVALUATED THE EVIDENCE SUBMITTED BY THE UNIT FOR</p>

DOES NOT APPLY AT THIS TIME	<p>i. has at least 18 graduate credits aligned to the content area of instruction;</p> <p>ii. has completed a dissertation or published peer-reviewed research in the teacher educator's area of instruction; or</p> <p>iii. has completed a state-approved teacher preparation program aligned to the content area of instruction; and</p> <p>(b) has three years of experience as a teacher of record, including at least one year aligned to the scope and content area of instruction;</p> <p>(2) the individual:</p> <p>(a) holds a bachelor's degree in any field;</p> <p>(b) has completed a state-approved teacher preparation program; and</p> <p>(c) has seven years of experience as a teacher of record, including at least three years aligned to the scope and content area of instruction.</p> <p>At least one of the components listed in units (a) and (b) must align to the content area of instruction;</p>	<p>THE PURPOSE OF FLAGGING ANY POTENTIAL CONCERNS. WHILE NO CONCERNS HAVE BEEN FOUND AT THIS TIME, THE TEAM ENCOURAGES THE UNIT TO CONTINUE TO THOROUGHLY DOCUMENT ITS TEACHER EDUCATOR QUALIFICATIONS. SHOULD THE UNIT HAPPEN TO MAKE CHANGES IN ITS INSTRUCTORS OR METHOD COURSE OFFERINGS, IT WILL NEED TO REASSESS COMPLIANCE TO THIS STANDARD.</p> <p>(1)</p> <p>(a)</p> <p>i.</p> <p>ii.</p> <p>iii.</p> <p>(b)</p>
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		<p>(2)</p> <p>(a)</p> <p>(b)</p> <p>(c)</p>
	<p>(3) for teacher educators of field-specific methods in career and technical education or the visual and performing arts, the individual:</p> <p>(a) holds a bachelor's degree in any field and:</p> <p>i. the bachelor's degree is aligned to the content area of instruction;</p> <p>ii. the individual has at least five years of relevant professional work experience aligned to the teacher educator's content area of instruction; or</p> <p>iii. the individual has completed a state-approved teacher preparation program aligned to the content area of instruction; and</p> <p>(b) has seven years of experience as a teacher of record, including at least three aligned to the scope and content area of instruction; or</p> <p>(4) the individual holds a bachelor's degree or higher in any field and provides evidence of the individual's background and experience to the board that demonstrates essential equivalency of necessary pedagogical</p>	<p>(3)</p> <p>(a)</p> <p>i.</p> <p>ii.</p> <p>iii.</p> <p>(b)</p>

	and content standard proficiency. Examples of background and experience include but are not limited to previous work experiences, teaching experiences, educator evaluations, industry-recognized certifications, and national board certification.	(4)
<b>Standard 25</b> MET	The unit must monitor and assess each teacher educator's effectiveness as an instructor at least once every three years, including using observations and candidate feedback, unless prohibited by an employment agreement.	MET  THE EVALUATION OF THE EFFECTIVENESS OF TEACHER EDUCATORS AT ST. CLOUD STATE UNIVERSITY IS GOVERNED BY ARTICLE 22 OF THE INTER-FACULTY ORGANIZATION MASTER AGREEMENT WITH THE STATE OF MINNESOTA.
<b>Standard 26</b> MET w/ CONCERN	<p>The unit must require and document for each teacher educator:</p> <p>(1) completion of ongoing professional development opportunities related to the teacher educator's area of instruction focusing on research-based best practices;</p> <p>(2) completion of 30 hours in a three-year period of professional involvement in an early childhood, elementary, or secondary school setting aligned to the area of instruction that must include at least one of the following: teaching, tutoring, supervising candidates in the field, completing observations, school-level consulting, or engaging with a professional learning community; and</p>	<p>1) MET w/ CONCERN</p> <p>WHILE THE UNIT IS REQUIRING AND DOCUMENTING THE PROFESSIONAL DEVELOPMENT OPPORTUNITIES OF ITS TEACHER EDUCATORS, DOCUMENTATION FOR <b>EACH</b> TEACHER EDUCATOR WAS NOT PROVIDED AS REQUIRED BY THIS STANDARD.</p> <p>(2) MET w/ CONCERN-</p> <p>WHILE THE UNIT IS REQUIRING AND DOCUMENTING THE PROFESSIONAL DEVELOPMENT OPPORTUNITIES OF ITS TEACHER EDUCATORS, DOCUMENTATION FOR <b>EACH</b> TEACHER</p>

	(3) completion of periodic orientation on requirements in chapters 8705 and 8710 and Minnesota Statutes, chapter 122A.	EDUCATOR WAS NOT PROVIDED AS REQUIRED BY THIS STANDARD.  (3) MET



Subp. 6. Standards for unit and program oversight.		
<b>Standard 27</b>  MET w/ CONCERN	<p>The unit must:</p> <ul style="list-style-type: none"> <li>(1) meet the applicable requirements in this chapter, chapter 8710, and Minnesota Statutes, chapter 122A;</li> <li>(2) administer all licensure programs as approved;</li> <li>(3) ensure information submitted to the board as part of the unit approval process and program approval process is not misleading, false, or fraudulent;</li> <li>(4) comply with state and federal data practices laws; and</li> <li>(5) maintain an assessment system that enables storing, tracking, and reporting to meet state and federal annual data submission requirements.</li> </ul>	<ul style="list-style-type: none"> <li>(1) MET</li> <li>(2) MET</li> <li>(3) MET</li> <li>(4) MET</li> <li>(5) MET w/ CONCERN</li> </ul> <p>WITHOUT AN EFFICIENT ASSESSMENT SYSTEM TO STORE, TRACK, AND REPORT DATA, ONGOING COMPLIANCE TO THIS STANDARD WILL BE A CHALLENGE.</p>
<b>Standard 28</b>  MET	<p>The unit must designate a leader responsible for:</p> <ul style="list-style-type: none"> <li>(1) recommending candidates for licensure upon completion of the teacher preparation program; and</li> <li>(2) communicating with the board, including notifying the board of changes to approved programs through the program reporting process and submitting licensure program proposal applications and program effectiveness reports.</li> </ul>	<ul style="list-style-type: none"> <li>(1) MET</li> <li>(2) MET</li> </ul>

<b>Standard 29</b>  MET w/ CONCERN	The unit must have financial, human, and physical resources to maintain licensure programs, support teacher educators, provide administrative support, and meet all unit and program standards, including the ability to collect and analyze data for continuous improvement.	MET w/ CONCERN  WITHOUT AN EFFICIENT ASSESSMENT SYSTEM TO COLLECT AND ANALYZE DATA, ONGOING COMPLIANCE WILL BE A CHALLENGE. ADDITIONALLY, AS EVIDENCED IN INTERVIEWS, THE WI-FI INFRASTRUCTURE DOES NOT MEET THE CURRENT NEEDS OF CANDIDATES, FACULTY, AND STAFF.
<b>Subp. 7. Standards for school counseling programs.</b>		
<b>Standard 30</b>  MET	For a school counseling program approved by the board, the unit must demonstrate compliance with all applicable entry-level Council for Accreditation of Counseling and Related Education Program (CACREP) standards for a school counseling program including:  A. the learning environment;  B. a professional counseling identity;  C. professional practice;  D. program evaluation; and  E. school counseling standards.	A. MET through CACREP  B. MET  C. MET  D. MET through CACREP  E. MET

Based on the unit report, supporting documents and all the interviews and evidence provided during this site visit...

**The team will recommend to the Professional Educator Licensing and Standards Board that St. Cloud State University is granted: Continuing Approval with Focus areas (Around Assessment and the Designated School Partnership) through June 30, 2028.**

### Accolades:

- The team acknowledges the Office of Clinical Experiences for their implementation of InPlace to track and monitor field experiences and student teaching; candidates and faculty spoke highly of this new system.
- The team was impressed by the work of the unit to address recruitment and retention of candidates of color and in shortage areas through “Grow Your Own” as well as other programs.
- The team was highly impressed with the depth and breadth of instruction that faculty provide candidates to ensure support for multilingual learners, their families, and the community. The dedication to anti-racism and culturally relevant teaching is also impressive.
- The team commends St. Cloud State University under the leadership of Dr. Wacker and Dr. Mueller in their commitment to education initiatives and innovation and collaboration across the academic colleges.
- Through multiple interviews, stakeholders highlighted the work of faculty, candidates, and staff in learning from and collaborating with district and community partners.

#### APPENDIX ‘A’

Comprehensive listing of all individuals interviewed (attached)

#### APPENDIX ‘B’

Comprehensive listing of all exhibits reviewed (attached)

#### APPENDIX ‘C’

Self-Study Report (attached)