



Minnesota Board of Teaching

Date: June 22, 2015

To: Dr. Steve Hoover, Dean
Dr. Kathy Dahlberg, Assessment and Accreditation Director
School of Education
St. Cloud State University

From: JoAnn Van Aernum, Teacher Education Specialist

RE: Team Findings Report regarding unit compliance to institutional standards of MN Rule 8700.7600 subpart 1-6

St. Cloud State University
Visit Date: April 26-28, 2015

Attached below is the Final Team Findings Report regarding unit compliance to institutional standards of MN Rule 8700.7600 subpart 1-6. Board of Teaching approval action, dated June 2015, is attached to this email notification.

The next onsite review will be spring 2022.

On behalf of the Board of Teaching, I thank you for your hospitality during the onsite review and for the unit's diligent compliance to the quality assurance standards adopted by the Board.

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BOARD OF TEACHING INSTITUTIONAL EVALUATION TEAM

St. Cloud State University
April 26-28, 2015

Representing Higher Education	Representing Elementary/Secondary Education
<p>Steven Reuter, Ph.D. Faculty Early Childhood Licensure Program Minnesota State University, Mankato steven.reuter@mnsu.edu</p>	<p>Adam Tillotson, M.Ed President, Wayzata Education Association Secondary Teacher Wayzata Public Schools 763.745.5730 Adam.Tillotson@wayzata.k12.mn.us</p>
<p>Stephen T. Correia, Ph.D. Chair, Education Department scoreia@stkate.edu 651-690-6798 315 Mendel Hall 2004 Randolph Avenue #4196 St. Catherine University St. Paul, MN 55105</p>	<p>Board of Teaching Member (Observer) None yet</p>
<p>Team Chair: JoAnn Van Aernum Teacher Education Specialist 1500 Highway 36 West Roseville, MN 55113-4266 651-582-8866 joann.vanaernum@state.mn.us</p>	<p>Board of Teaching Staff Alex Liuzzi Teacher Education Specialist 1500 Highway 36 West Roseville, MN 55113-4266 651-582-8885 Alex.Liuzzi@state.mn.us</p>

BACKGROUND INFORMATION:

THE FOLLOWING EXCERPT IS INFORMATION ABOUT THE COLLEGE, THE UNIT, AND THEIR PROGRAMS COPIED FROM THE UNIT'S REPORT SUBMITTED TO THE BOARD OF TEACHING MARCH 2015.

INTRODUCTION

Introduction

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

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

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

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

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

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

In 2009 the Bush Foundation awarded \$40.5 million to 14 select institutions of higher education in Minnesota, North Dakota and South Dakota, to enhance and reform teacher education. The Network for Excellence in Teaching (NExT) is a unique partnership that crosses state borders, bringing teacher educators together as a community as they implement change. The vision of SCSU's Teacher Preparation Initiative (TPI) is to

“maximize teacher effectiveness and increase student achievement by transforming and strengthening teacher education through collaborative partnerships between SCSU and P-12 school districts”.

Significant changes

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

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

TEAM FINDINGS

As a result of the review of the compliance report, the related exhibits, and interviews with stakeholders, the team recommends that the Board act to:

-grant CONTINUING APPROVAL to St. Cloud State University to offer teacher licensure programs through June 30, 2022.

-Next onsite review date will be spring 2022.

While on campus the team observed many commendable practices and the following team observations were shared at the oral exit report:

- 1) *The team was very impressed with the collaborative relationship the School of Education has developed with many K-12 school partners.*

- 2) *The dedication of the content faculty to the4 teacher licensure programs is commendable.*
- 3) *In the School of Education, and across the campus, an emerging culture of assessment was noted.*
- 4) *The training opportunities for supervisors and co- operating teachers are just one example of the strong partnerships the unit has fostered with K-12 schools.*

8700.7600 Subpart 5. A. IN PROFESSIONAL AND PEDAGOGICAL STUDIES			
TEAM FINDINGS REPORT		STANDARD MET	
		YES	NO
A(1)	The institution has high-quality professional education programs that are cohesive, comprehensive, and based on research, theory, and accepted practice. <i>2015 Team Comment: A consistent theoretical base threaded through out the program could not be consistently identified.</i>	X With comment	
A(2)	The institution requires that candidates in teacher preparation programs complete a professional sequence of courses based on the components under part 8710.2000.	X	
A(3)	Assessment and evaluation are integral components of the professional education sequence and are used to monitor teacher candidate performance and program effectiveness.	X	

8700.7600 Subpart 5. B. IN GENERAL AND CONTENT STUDIES			
		STANDARD MET	
		YES	NO
B(1)	The institution provides and requires candidates in teacher preparation programs to complete a program of general studies in the liberal arts and sciences equivalent to the requirement for persons enrolled in programs not preparing persons for teacher licensure.	X	

8700.7600			
Subpart 5. A. IN PROFESSIONAL AND PEDAGOGICAL STUDIES			
B(2)	The institution provides programs that require candidates in teacher preparation programs to attain academic competence in the content that they plan to teach.	X	
B(3)	The liberal arts curriculum of the institution incorporates multicultural and global perspectives.	X	
B(4)	Teacher candidates can integrate general, content, professional, and pedagogical studies, as measured by teacher performance, and performance of the students they teach.	X	

8700.7600			
Subpart 5. C. IN PROVIDING CLINICAL AND FIELD EXPERIENCES			
		STANDARD MET	
		YES	NO
C(1)	The teacher licensure programs incorporate a broad range of ongoing clinical and field experiences that provide candidates opportunities to demonstrate the required skills and knowledge under part 8710.2000 (SEPS).	X	
C(2)	Candidates have experiences with diverse populations, students with disabilities, and students of different ages <u>under the direction of teacher education faculty in collaboration with school partners.</u>	X	
C(3)	Candidates work in the field and at the licensure level for which they are to be recommended for licensure.	X	
C(4)	Each program is developed and implemented through collaborative school partnerships in which university faculty and school personnel share responsibility for planning, supervising, evaluating, and implementing the curriculum for candidates.	X	
C(5)	<u>School personnel hold valid Minnesota continuing licenses or the equivalent, in the fields of specialization, and model good professional practice.</u>	X	

8700.7600			
Subpart 5. D. FOR CANDIDATE QUALIFICATIONS			
		STANDARD MET	
		YES	NO
D(1)	The institution recruits, admits, and retains candidates who demonstrate potential for professional success in schools.	X	
D(2)	Multiple criteria and assessments are used to identify candidates for admission who have potential to become successful teachers.	X	
D(3)	The institution has clearly stated and applied assessment procedures for the admission of transfer, nontraditional, and post-baccalaureate candidates into undergraduate and graduate teacher preparation programs.	X	
D(4)	The institution actively recruits and has plans, policies, and practices for admission and retention of a diverse candidate population.	X	
D(5)	The institution assesses and, if appropriate, gives credit to candidates for knowledge and skills acquired through prior academic preparation and teaching experiences that meet licensure requirements.	X	

00.7600			
Subpart 5. E. WHEN MONITORING AND ADVISING ON CANDIDATE PROGRESS			
		STANDARD MET	
		YES	NO
E(1)	The institution provides appropriate academic and professional advisement at a candidate's admission and throughout the candidate's professional education. <i>2015 Team Comment: Candidates reported frustration with the advising process in the School of Education.</i>	X With comment	
E(2)	The institution maintains specific criteria for admission and retention, and defined student appeals process.	X	
E(3)	The institution maintains complete, accurate, and current records of candidates in teaching preparation programs.	X	

00.7600			
Subpart 5. E. WHEN MONITORING AND ADVISING ON CANDIDATE PROGRESS			
E(4)	The institution uses authentic performance-based assessments and systematic procedures and timelines to determine whether candidates have the knowledge and skills needed to advance through the program.	X	
E(5)	Criteria consistent with part 8710.2000 are used to determine candidate progress through each program.	X	
E(6)	The institution requires that candidates successfully complete all Board of Teaching licensure assessments before recommending a candidate for teacher licensure.	X	
E(7)	<p>Publication and faculty advising provide candidates with clear information about institutional policies and requirements needed to complete professional education programs, the availability of social and psychological counseling services, and job opportunities.</p> <p>2015 Team Comment: Both electronic and hardcopy publications are available providing information about program requirements, however, interviews with candidates indicate a desire for more consistent and accurate and timely advising.</p>	X With comment	

8700.7600			
Subpart 5. F. FOR COMPETENCE OF CANDIDATES			
		STANDARD MET	
		YES	NO
F(1)	The unit provides evidence that licensure candidates demonstrate the skills and knowledge required under part 8710.2000.	X	
F(2)	The unit demonstrates a systematic and comprehensive assessment design that is applied to all candidates throughout professional preparation.	X	
F(3)	The unit establishes and publishes a set of criteria and outcomes for exit from each professional education program consistent with the standards of the Board of Teaching.	X	
F(4)	The program's stated exit criteria and outcomes are assessed through the use of multiple sources of data, for example a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.	X	

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

		STANDARD MET	
		YES	NO
G(1)	The unit ensures that all education faculty are qualified by academic preparation for the faculty member's current assignments and are actively engaged in the professional community.	X	
G(2)	The unit assigns faculty qualified by academic preparation to support the teacher licensure programs.	X	
G(3)	The unit actively recruits and has plans, policies, and practices for hiring diverse faculty.	X	
G(4)	The workload allows the faculty to be involved in teaching, scholarship, service, and schools in monitoring, assessing, and advising candidate progress.	X	
G(5)	The unit ensures that faculty who supervise field experiences are academically prepared and professionally experienced in a school setting.	X	
G(6)	Any part-time and adjunct faculty and graduate students in teaching roles provide integrity, quality, and continuity of teacher preparation programs.	X	
G(7)	Faculty and teaching in the unit are of high-quality reflecting current research and best practice consistent with the curriculum goals of the program.	X	
G(8)	Faculty and cooperating school personnel model and reflect the best practice in the delivery of instruction.	X	
G(9)	Faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.	X	
G(10)	Instruction encourages the candidate's development of reflection, critical thinking, problem-solving, and professional dispositions.	X	
G(11)	Teaching in the unit reflects knowledge and experiences with diversity and exceptionalities.	X	

8700.7600 Subpart 5. G. FOR THE QUALIFICATIONS, COMPOSITION, AND ASSIGNMENT OF THE PROFESSIONAL EDUCATION FACULTY			
G(12)	The institution systematically evaluates the effect of faculty on candidate performance and fosters faculty professional development.	X	
G(13)	The unit's faculty demonstrates knowledge, skills, and dispositions which model best professional practices, assessment, and scholarship.	X	

8700.7600 Subpart 5. H. FOR INSTITUTIONAL GOVERNANCE			
		STANDARD MET	
		YES	NO
H(1)	The professional education unit is clearly identified and has primary responsibility for all programs offered at the institution for the licensure of teachers and other professional school personnel.	X	
H(2)	A defined administrative and instructional unit, for example a department, division, school, or college education, exercises responsibility and authority for teacher preparation programs.	X	
H(3)	The unit is directly involved in the areas of faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; and curriculum decisions, evaluation, revision, and the allocation of resources for institution activities.	X	
H(4)	The administrator of the defined unit is authorized to submit licensure program proposals for Board of Teaching approval and is responsible for administering licensure programs.	X	
H(5)	The administrator of the defined unit is authorized to recommend for teacher licensure candidates who have completed the institution's teacher preparation programs.	X	
H(6)	School faculty, candidates, and other members of the professional community are actively involved in the unit's policy-making and advisory bodies.	X	

8700.7600			
Subpart 5. H. FOR INSTITUTIONAL GOVERNANCE			
H(7)	The unit has a long-range planning process that is regularly monitored to ensure the ongoing vitality of the unit and its programs, and the future capacity of its physical facilities. <i>2015 Team Findings:</i> <i>Not Met: No evidence of a unit long range plan was provided.</i>		X
H(8)	The unit has sufficient financial resources and institutional support to sustain teacher preparation programs.	X	
H(9)	Facilities, equipment, and budgets are adequate to support the unit’s missions and goals.	X	
H(10)	Candidates and faculty have access to books, journals, and electronic information that support teaching and scholarship.	X	
H(11)	Candidates and faculty have training in the access to current education-related technology.	X	
H(12)	The unit has sufficient faculty and administrative, clerical, and technical staff to ensure the consistent delivery and quality of programs.	X	

APPENDIX “A” INTERVIEWEES

A listing of all individuals interviewed is on file with the Board of Teaching
[And hyperlinked here](#)

APPENDIX “B” EXHIBITS REVIEWED

A listing of all exhibits reviewed is on file with the Board of Teaching
[And hyperlinked here](#)

APPENDIX “C” RULE HISTORY and BOARD PRACTICES

8700.7600 Adopted Permanent Rules Relating to Institution and Teacher Preparation Program Approval

Subpart 1. **In general.** Licenses to teach in Minnesota may be granted to persons who complete approved programs leading to teacher licensure in Minnesota institutions approved by the Board of Teaching to prepare persons for teacher licensure according to this part.

Subpart 2a. **Definitions.** For the purpose of this part, the terms in this subpart have the meanings given.

- A. “Teacher preparation program” means a college or university program, approved by the Board of Teaching for the purpose of preparing individuals for a specific teacher licensure field in Minnesota.
- B. “Unit” means an institution or a defined subdivision of the institution, for example a college, department, or division that has primary responsibility for overseeing teacher preparation programs.

Subpart 3. **Evaluation of institutions and programs.** Each Minnesota institution granting baccalaureate degrees, post-baccalaureate degrees, or both, requesting approval to prepare persons for teacher licensure shall be evaluated for both institutional and program approval according to this part.

Subpart 4. **Duration of approval.** The Board of Teaching may approve an institution or a teacher preparation program for a period of up to seven years. At least one year prior to the expiration of the approval period, the institution or preparation program shall submit a request to the Board of Teaching for continuing approval and shall be evaluated in accordance with the provisions of this part.

Subpart 5. **Written application required.** A written application for approval of an institution must demonstrate compliance with 8710.7600, subpart 5 A-H.

The reasonableness of adopted rule 8700.7600 rests in three areas of analysis:

1. A system of quality assurance is reasonable in that it provides assurance that the institution has itself achieved a set of standards that assess the institution’s capacity to offer programs leading to teacher licensure;
2. The rules are based on and are consistent with already-adopted rules (8700.7700, Subparts 1-11) that have been determined reasonable in recent rule making actions. The rules for licensure program approval align with program standards adopted by the Board of Teaching in March 1999. These rules further provide verification that a candidate has successfully completed an approved program and can demonstrate effectiveness that is consistent with required knowledge and skills for teacher licensure stated in Minnesota Rule Chapter 8710;
3. The adopted standards (8700.7600) require institutions to demonstrate how they have responded to the redesign effort of teacher preparation that requires programs to be results-oriented, programmatically coherent, research supported, and clinically focused.

ON-SITE EVALUATION PROCESS:

Every Minnesota post-secondary institution approved to prepare candidates for teacher licensure has in accordance with Minnesota Rules, part 8700.7600, undergone review for approval to recommend candidates for Minnesota teacher licensure. To determine approval status: Initial Approval, Continuing

Approval, Approval with Conditions, or Disapproval, each institution must host an on-site review every 5-7 years.

The institution shall prepare a self-study report responding to each of the Board adopted institutional standards of MN rule 8700.7600 subpart 5. During the on-site evaluation visit a team of evaluators is charged to confirm/verify the accuracy and completeness of the written report prepared by the institution (as per MN rule 8700.7600 subpart 6). An evaluation team is selected which is as broadly representative of the education profession. The size of the team and the expertise of the members are appropriate for the kinds, size, and complexity of programs. Evaluation team members are selected by Board of Teaching, with approval by the unit...

Individual licensure program reports are submitted separately and are reviewed via a separate process. Copies of the approved licensure programs must be available for team reference during the visit.

During the institutional visit, team members review written information and interview persons who have relevant information concerning the institution. Team members meet together to review the report and reach consensus concerning the team findings and recommendation. The teams' approval recommendation, along with a summary of the findings, and any additional information presented by the institution are forwarded to the Executive Director of the Board of Teaching for Board action. The decision of the Board of Teaching regarding approval status of the institution to prepare persons for teacher licensure is forwarded by the Executive Director of the Board of Teaching to the chief administrative officer of the institution with a copy going to the college/department of education.

If an institution is "approved with conditions", the Board of Teaching states the conditions and establishes timelines for meeting the stated conditions. Approval status of the institution will be reconsidered by the Board of Teaching upon verification by the Executive Director that stated conditions have been met. If stated conditions are not met within the established timelines, conditional approval is withdrawn by the Board of Teaching.

If an institution is disapproved, the Board of Teaching states the reasons for disapproval and, if needed, stipulates a termination date which accommodates persons currently enrolled in teacher licensure programs.

An institution that is denied approval by the Board of Teaching is entitled to a hearing. A written request for a hearing must be filed by the institution with the Board of Teaching within 30 days from the date of the denial. Failure to do so constitutes a waiver of the right to a hearing.

END OF REPORT