

OVERVIEW

Institution

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 (Exhibit I.5.f.1). 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. When the Normal School opened in 1869, there were five faculty and 53 students. One building (Stearns House) housed college classes on the first floor, the original St. Cloud Model School on the second floor and student housing on the third floor. 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. It was not until 1947 that the first non-education course was offered, with the first non-education degree being conferred in 1949. The first Master's Degrees were offered in 1957. In 1958 the campus laboratory school moved to a new location on campus, where it remained until closing in 1983.

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. Cloud Teacher's College became **St. Cloud**

State College. The School of Education was created as a stand-alone unit within the State College, in 1971. In 1975, legislative action changed state colleges to state universities, and we became **St. Cloud State University**. Finally, in 2011, the University restructured from five colleges to two colleges, two schools within colleges, and four free-standing schools (Exhibit I.5.f.2).

Unit

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 (Exhibit I.5.f.3).

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 (Exhibit I.5.g.1). 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” (Exhibit I.5.g.2).

As part of our reform efforts, we created two important structures within the unit that address our commitment to P-12 partnerships. The Teacher Education Advisory Council (TEAC), is comprised of faculty, staff and candidates from teacher preparation programs at SCSU, along with P-12 teachers and administrators (Exhibit I.5.g.3). TEAC meets regularly to discuss unit issues and make recommendations for continuing improvement of our programs. The Executive Teacher Education Council (ETEC) brings together all campus deans along with area superintendents, to provide a forum for input on decisions related to our programs (Exhibit I.5.g.4). The result has been increased communication, collaboration and P-12 engagement in the preparation of high-quality educators. In June 2014, SCSU also took steps to affirm a formal teacher education unit at St. Cloud State (Exhibit I.5.g.5). This will enhance collaboration and communication across disciplines to better serve our candidates.

Programs

The unit offers 44 programs leading to a degree, certificate or licensure (Exhibit I.5.e.3). Catalog descriptions and examples of syllabi are provided (Exhibits I.5.a.1-I.5.b.6).

In spring 2014, the unit submitted 36 programs (both *initial* and *advanced*) to the Minnesota Board of Teaching for extensive review. The review process requires each program to demonstrate how they meet and assess candidate proficiencies on state standards, including evidence that data is used for program improvement. Our programs are still in the review process at this writing, but will be approved by September 30, 2014 (Exhibit I.5.e.4).

Other School Professionals: Our school counseling program is accredited by Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is due for reaccreditation in 2016 (Exhibit I.5.d.1). The Educational Administration programs are accredited through the Board of School Administrators (BOSA), who will be making a site visit in spring 2015 (Exhibit I.5.d.2).

The unit offers courses at two **off-site locations**: North Branch public schools and the Twin Cities Graduate Center. Our North Branch partnership dates back to 1998 and provides courses at both *initial* and *advanced* levels (Exhibit I.5.h.2). Classes are held onsite in local schools. We also offer *advanced level* educational administration courses at the Twin Cities Graduate Center, in Maple Grove, MN, providing easy access and affordable programming to educators in the metropolitan area. While individual courses are offered at this convenient, off-site location, entire programs are not yet offered off-site. (Exhibit I.5.h.3).

Our Library Media Specialist program is offered at both the *initial* and *advanced* level. Courses are offered face-to-face and **online**, and candidates choose the delivery method best suited to their needs. The Driver's Education program (*advanced*) is only offered online, and enrolls students nation-wide.

Conceptual Framework

The education unit's conceptual framework was initially developed in the early 1990's. The "Educator as Transformative Professional" framework described our shared vision and reflected the state, national and local educational philosophies and priorities at the time (Exhibits I.5.c.1-3). That framework served us well as a holistic and integrated description of teacher candidate role performance expectations and the processes involved in the development of these professional outcomes.

In recent years, the state of Minnesota updated requirements for teacher preparation programs to include a focus on literacy and technology standards. These changes, as well as the national development of new InTASC standards, 21st Century Skills and an emphasis on student outcomes in P-12 have created new demands on our teacher preparation program that propelled us to revisit our conceptual framework. A small working group (including education faculty and staff, content faculty and P-12 partners) was tasked with performing a critical review of the framework, and bringing the resulting recommendations back to the Teacher Education Advisory Council. During the 2012-13 academic year, TEAC met regularly and included the conceptual framework as an official agenda item at six meetings.

After the comprehensive review, it was determined that while the original framework was still relevant, it needed to be updated to include newer ideas and values. Strengths of the original model included: a clear focus on role performances as an important outcome for teacher candidates, a comprehensive view of the preparation process, reflection on important unit values in the roles that teachers would be expected to play and a careful depiction of learning as a process, including liberal education as a foundation for teacher preparation. On the other hand, weaknesses included: it was complex and hard to understand, there was no connection to P-12 schools and students, the language was outdated, changes made to the institutional mission and vision were absent, as were newer concepts in teacher preparation that had evolved over the past decade. This analysis and ensuing discussions led TEAC to identify a new set of ideas and priorities that would guide the development of the revised conceptual framework for teacher education at SCSU.

Recommendations that emerged from TEAC included:

1. Use clear and updated language so that it would be easy to understand and easy for students and faculty to explain.
2. Reflect the changes at the university level and re-align our model with the current SCSU and School of Education mission and vision.
3. Illustrate the important connections and collaborative partnerships that we have established with our Teacher Preparation Initiative.
4. Make clear connections to P-12 student outcomes that reflect an emphasis on 21st Century skills.
5. Align framework with the new InTASC standards that emphasize ongoing professional growth and development.
6. Depict faculty and teacher candidates as co-learners in relation to teacher outcomes, preparing students to work with our co-teaching model as they move into their student teaching assignments.

Incorporating the recommendations above, the unit elected to adopt a modified framework, "Educating for a New Era" (Exhibit I.5.c.4). This new framework draws from a variety of sources in creating a clear image of our vision, values and educational philosophy. The model articulates our **institutional vision and unit commitments** to: access and opportunity, active and applied learning, community engagement, accountability that improves teaching, global and cultural understanding and excellence in teaching and learning. This clearly reflects the vision and mission of our institution and the new emphasis our unit has placed on meaningful accountability and collaborations with P-12 schools. It also draws on and is aligned with the new InTASC standards (Exhibit I.5.c.7).

Our revised conceptual framework also identifies **essential elements of effective teaching** and incorporates the multiple role performances of teachers in three critical domains. *Teaching*: as evidenced in our commitment to developing knowledgeable and skilled educators, reflective practitioners and innovative users of technology. *Leading*: as evidenced in our commitment to developing creative and flexible problem solvers and collaborative leaders. And *Serving*: as evidenced in our commitment to developing educators who are caring and ethical professionals and advocates for equity and justice in education. These commitments reflect the foundational roles from our original framework along with the roles of 21st Century educators. Faculty are seen as co-learners with teacher candidates, with the responsibility to model effective teaching, open-mindedness, curiosity and excitement about ongoing learning.

Lastly, our conceptual framework makes the direct connection to **P-12 learners** and delineates the competencies our candidates will facilitate, as their students develop the knowledge and skills necessary to be successful in the 21st Century. We want our graduates to be effective educators, who guide learners to: display inquiry and enthusiasm for learning, thrive on diversity, construct knowledge and originate ideas, demonstrate understanding through authentic assessment, meet well-defined standards, cooperate and collaborate with others in multiple contexts and demonstrate technology literacy.

By including all three levels of commitment and performance expectations (from the institution/unit, the developing candidate and the P-12 learner) in our conceptual framework, we clearly reflect the new emphasis in the teacher education unit on collaboration with P-12 schools and accountability that matters (Exhibit I.5.c.5-6).

STANDARD 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Candidate outcomes are drawn from multiple sources: state licensure examinations (Exhibits 1.4.c.1-2), performance-based summative assessments (Exhibits 1.4.c.3-4), exit surveys (Exhibit 1.4.c.5), cooperating teacher surveys (Exhibit 1.4.c.6) and follow-up surveys (Exhibits 1.4.c.7). The unit administers an employer/supervisor survey (Exhibit 1.4.c.8) for program alumni in their first year of teaching, but response rates are very low (Exhibits 1.4.j.3-7). We also collect general employment data in partnership with Career Services (Exhibits 1.4.j.1-2).

Content Knowledge*Initial Licensure*

- State Licensure Content Examinations. The Minnesota Teacher Licensure Examinations (MTLE) were first implemented in September 2010, replacing the Praxis series of tests. Content passing rates for all test takers (Exhibit 1.4.d.1) and program completers (Exhibit 1.4.d.2) are over 80%. Our Title II report, (Exhibit 1.4.b.3) also shows that over 80% of completers have passed all required licensure exams.
- Preparation of Program Completers. Exhibits (1.4.d.4&5) summarize data from three instruments. The *Exit Survey* (Exhibit 1.4.d.16), taken by candidates completing an initial licensure program, the *Performance-Based Assessment of Student Teaching* (Exhibit 1.4.d.3), completed by cooperating teachers and the university supervisors and the *Transition to Teaching* survey, administered to program alumni at the end of their first year of teaching (Exhibit 1.4.i.1-7). Content knowledge is measured in Standard 1: Subject Matter and Standard 7: Planning Instruction. Both of these standards are strengths for our unit and for our programs.
- Cooperating Teacher Survey. Cooperating teachers complete a second assessment of teacher candidates at the completion of student teaching (Exhibit 1.4.c.6). Data from the 2013-14 academic year (N=181) demonstrate that 90.1% of cooperating teachers found their teacher candidates to be prepared in content knowledge (Exhibit 1.4.d.9).

Advanced Preparation

Advanced programs measure candidate content knowledge through course-based assessments and licensure examinations. In 2013-14, 100% of advanced candidates (8 of 8) passed state content examinations (Exhibit 1.4.d.12).

Other School Professionals

School Counseling candidates take the Counselor Preparation Comprehensive Examination (CPCE) in their final semester. The CPCE assesses candidate's content knowledge in eight core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In each of the past three years candidates from SCSU scored higher than the national mean in total score

and in most content areas. In 2013 SCSU candidates exceeded the national average in every area (Exhibit 1.4.d.11).

Pedagogical Content Knowledge

Initial Preparation

- Preparation of Program Completers (Exhibits 1.4.d.4&5). Pedagogical Content Knowledge is assessed in Standard 4: Instructional Strategies and Standard 6: Communication. In 2012-13 SCSU completers scored Standard 4 lower after teaching one year than at exit.
- edTPA (Exhibit 1.4.c.16; 1.4.d.6-8). The edTPA tasks for planning and instruction require candidates to demonstrate a wide range of strategies that engage students. Rubrics 1, 4, 7 and 9 are aligned with the requirements of demonstrating pedagogical content knowledge. Data reveal that while SCSU candidates consistently score below the national average, the internal scoring conducted in Fall 2013 rated candidates above a “2” (scale 0-3) on each of the four rubrics aligned with pedagogical content knowledge.
- Cooperating Teacher Surveys (Exhibit 1.4.d.9-10). Cooperating teachers assess 15 items that are aligned with this standard. Overall, 89.8% of our candidates were rated as prepared. Areas of particular strength include: designing learning communities in which students work collaboratively (97%) and using multiple strategies to teach concepts (96%).

Advanced Preparation

Pedagogical content knowledge is embedded and assessed through course activities, observations and feedback.

Professional and Pedagogical Knowledge

Initial Preparation

- Preparation of Program Completers. Professional and pedagogical knowledge is assessed in Standard 3: Diverse Learners, Standard 5: Learning Environment and Standard 9: Reflection and Professional Development. Findings point to weaknesses in the area of diverse learners. SCSU has a very strong multicultural and human relations component that is common to all programs. The areas in which candidates feel the least prepared reflected differentiating instruction for academically diverse students.
- edTPA. Rubrics 2, 3, and 10 of the edTPA are best aligned with professional and pedagogical knowledge. In the 2013 pilot study, SCSU candidate scores mirrored the national sample on Rubric 2 (planning to support varied student learning needs), but were much lower on rubric 3 (using knowledge of students to inform teaching and learning).
- Cooperating Teacher Survey. There are 9 items on the cooperating teacher survey that align with this standard. In the most recent administration of that survey (N=181), 89.1% of SCSU candidates were rated “prepared” on these aspects of teaching.

Advanced Preparation

Professional and pedagogical knowledge is embedded and assessed through course activities, observations and feedback.

Student Learning for Teacher Candidates

Initial Preparation

- Preparation of Program Completers. Competency in this area is assessed through Standards 2, 8 and 10. SCSU candidates tend to score quite well in student learning and collaboration, but not as well in areas related to assessment. The 2012-13 cohort scored student learning lower after being in the field for a year than they did at exit.
- Cooperating Teacher Survey. There are 10 items relating to this standard on the Cooperating Teacher survey. 88.3% of SCSU candidates were rated “prepared” in this domain. Findings here mirror the results above, with items related to assessment of student learning rated lower than other items.
- The edTPA provides additional data related to student learning for teacher candidates (Rubrics 5, 7, 8, 10-15). Our candidates rated much better in engaging students in learning than the national sample in spring 2013. An area that has been identified in multiple measures as needing improvement is candidates’ ability to provide students feedback to guide learning. Samples of candidates’ analyses of student learning are provided (Exhibits 1.4.g.1-5).

Advanced Preparation

Student learning is embedded and assessed through course activities, observations and feedback.

Knowledge and Skills for Other School Professionals

Educational Administration: Candidates in the advanced programs leading to licensure as school administrators demonstrate the depth of their knowledge and skill through internships, at the end of which they are evaluated by the on-site and university supervisors. The panel assessment rubric is aligned with discipline-specific knowledge and skills delineated in the Minnesota Competencies for School Administrators (Exhibits 1.4.c.11&13). Core leadership competencies for all school administrators are assessed in the pre-post self-assessment (Exhibit 1.4.c.10). Candidates complete an electronic portfolio during their practicum that provides further evidence in each of the required competencies. (Exhibit 1.4.c.15).

School Counseling: Courses within the school counseling program are aligned with professional and state standards. Data on candidate competencies are collected through the Counselor Preparation Comprehensive Examination (CPCE) and the Internship Student Rating Form (ISR) (Exhibits 1.4.c.12&14). Our candidates do far better on the CPCE examination as a whole, than the national mean. The ISR measures 9 domains aligned with knowledge and 16 domains aligned with skills. Our candidates consistently are rated at 4 (good) or above in these domains (Exhibit 1.4.d.11).

Student Learning for Other School Professionals

Educational Administration: These data come from core competencies of: Diversity Leadership and Instructional Management and Community Relations. Samples of candidate work in these areas provide evidence that our candidates are reflective practitioners, establish educational environments that support student learning and understand the complex family, community and policy contexts in which they work (Exhibits 1.4.h.8-10).

School Counseling: There are 9 items on the ISR that measure candidates in terms of student learning (Exhibit 1.4.d.11). Our candidates consistently score 4 or higher (of 5 points), with the highest domains being: genuinely desires to be helpful, treats students and colleagues with respect and accepts individual differences without prejudice.

Professional Dispositions for All Candidates

Initial Preparation. Professional dispositions are aligned with the Minnesota Standards of Effective Practice (Exhibit 1.4.c.18). Assessment occurs during early field experiences and during student teaching (Exhibits 1.4.f.1a-c). In 2013-14, cooperating teachers rate 94.1% of SCSU candidates as prepared in the area of professional dispositions (Exhibit 1.4.d.9).

Advanced Preparation. Collection of data on professional dispositions is embedded and assessed through course activities, observations and feedback.

Other School Professionals. **School counseling** candidates are rated on 23 measures aligned with professional dispositions. In 2013 the average rating was 5 (out of 5) on all but 2 of these measures, resourcefulness and originality, in which the average rating was 4 (Exhibit 1.4.d.11). **Educational administration** candidates also score very high in measures of professional dispositions such as values/ethics, communication and judgment/problem solving on the pre-post assessment and the panel evaluation (Exhibit 1.4.d.13&14).

Additional **Candidate Work Samples** are provided in Exhibits 1.4.h.1-10.

STANDARD 1: Continuous Improvement

Highlights of innovative change resulting from program and unit data are provided below:

- **Revised admission criteria.** In response to evidence that our teacher candidates were struggling to successfully pass required licensure examinations, changes were made to the teacher education admission criteria, raising the minimum cumulative grade point average to 2.75 and requiring a minimum score on basic skills exams (Exhibits 1.4.c.17a-b).
- **Support for MTLE Preparation.** Low MTLE passing rates have resulted in changes to what used to be the Praxis Center and is now the MTLE Center. This center is staffed during the academic year with graduate assistants, under the direction of the Student Relations Coordinator. In addition to drop-in services for teacher candidates, the MTLE Center has added workshops aimed specifically at reviewing skills and test strategies to help candidates pass the Basic Skills examinations (Exhibit 1.4.m.6 a-b). Cross-disciplinary work was completed in 2012 with faculty from Elementary Education, Science and Social Studies to better understand the issues facing candidates taking the Elementary Education subtest 3. The subsequent changes resulted in increased passing rates on this subtest. The State of Minnesota has also recently passed legislation that is aimed at alleviating the pressure on our candidates of having only one means by which to demonstrate mastery of basic skills (Exhibit 1.4.m.1). The implementation of this new legislation will further impact our overall passing rates.
- **Orientation to Teacher Education.** There are a number of new initiatives and assessments for which candidates have felt unprepared. As a result of feedback to this effect, an orientation to teacher education has been developed (Exhibit 1.4.m.2). At this orientation, candidates are welcomed into teacher education and are provided critical information regarding the program expectations.
- **Classroom upgrades.** With the generous donation of an SCSU alumna, classroom upgrades have been targeted to methods classrooms which house elementary science and special

education courses. Other funds have been used to upgrade the elementary literacy classroom. These classroom facilities have been made accessible, student-friendly and relevant for the way students learn. Tables are movable to allow for collaborative activities. The literacy classroom features white-board tables that allow students to work in small groups and share their work with the larger group (Exhibit 1.4.m.7).

- **Graduate Travel Funds.** A portion of the gift from the same donor was specifically set aside to assist graduate students with travel funds to present (or co-present) their research at regional, state or national conferences. This fund helps encourage graduate research and dissemination of that work (Exhibit 1.4.m.4).
- **Instructional Technology Discovery Lab.** SCSU candidates have consistently rated integration of technology throughout their programs as needing improvement. In May, 2010 the School of Education wrote a grant request to the Morgan Family Foundation for the development of an Instructional Technology Discovery Lab (ITDL). The ITDL is a physical space in which teacher candidates can learn to creatively engage P-12 students using a variety of emerging and existing technologies (e.g. smart boards, assistive technology devices, iPhones, GPS equipment, Individual Response systems, digital video, Web 2.0 tools, and other interactive technology). The ITDL also serves as a place where faculty, cooperating teachers, school media specialists, and teacher candidates can explore instructional possibilities and practices using both state of the art and common technologies. It is a “safe” environment in which faculty can learn without feeling the need to have all the answers. Faculty from our Information Media department oversee the graduate assistants in the ITDL and have also created and hosted a number of informal technology-related learning opportunities for faculty, staff and students. There is a great deal of collaboration with P-12 practitioners in the design and delivery of these workshops (Exhibits 1.4.m.5a&b).
- **ED 460.** In response to data that our candidates were not adequately prepared to provide adequate and meaningful instruction to English Language Learners (ELL) in their classrooms, a curricular change was initiated, adding a course with significant ELL focus to the professional education sequence. ED 460, *Teaching English Language Learners in K-12*, provides theory, methods and sound instructional strategies (Exhibit 1.4.m.8).
- **Teacher Preparation Initiative.** St. Cloud State University, along with 13 other institutions that prepare teachers, has been supported by the Bush Foundation to study and make improvements to teacher preparation in a three-state region. The Teacher Preparation Initiative (TPI) has facilitated collaboration between university and P-12 faculty and staff working to enhance program quality and preparation of new teachers. All proposals emanating from a TPI work group are grounded in research and supported by data. Working groups were established around the main components of the initiative: Recruitment, Preparation, Placement/Employment, Support, Assessment and Integration of Technology. Some of the accomplishments of this collaborative work include:
 - *Common Educational Foundation Core* (Exhibit 1.4.l.1). The Prepare working group has developed a proposal to fundamentally change the preparation program at SCSU by developing a common educational foundation core for all candidates. While some of the existing foundation courses are included in the new core, there will be a greater emphasis on early field experiences in a wider variety of grade levels, understanding differences in learners, understanding the unit’s conceptual framework and professional dispositions. Themes that run through the proposed

foundation include context for learning, teacher identity, social justice, differentiation/individualization, teacher efficacy and teaching and learning in the 21st Century, all of which are incorporated in our conceptual framework.

- *Support and Induction.* The Support working group has implemented a number of initiatives aimed at supporting new teachers for their first three years of teaching. “Ready, Set, Teach: Tools for Success” is a new teacher workshop first piloted in 2012-13. The workshop occurs before teacher orientation and is designed to give new teachers increased professional confidence going into their first year of teaching (Exhibits 1.4.l.2-3). The Support Working Group has also developed and hosts four new teacher workshops per year, bringing new teachers together for an evening of timely information, support and networking. Topics for professional development are researched and follow the phases that new teachers typically go through (New Teacher Center, 1990). Common to all new teacher workshops are networking, differentiation, facilitation by SCSU Faculty and P-12 veteran teachers, engagement in the professional learning, and infusion of technology. The overall goals of our New Teacher Workshops align with New Teacher Center principles: enhance student achievement, accelerate teacher effectiveness, improve teacher retention, strengthen school leadership, and address educational inequities (Exhibits 1.4.l.4-6).
- *Future Educator Clubs.* With an eye to recruiting candidates into high need areas of teaching and changing the image of teaching as a profession, we helped our six P-12 partner districts launch Future Educator Clubs in their districts. At the same time, we have established a club on our campus, which brings together future teachers from every discipline with a common identity, as we build a sense of community. Our campus club collaborates with the high school clubs throughout the year (Exhibit 1.4.m.3).
- *Program-level mini-grants.* Through Bush Foundation funding, TPI offered programs and departments the opportunity to apply for a mini-grant to make programmatic change grounded in data and best practice. Eight licensure areas have been funded to take on this collaborative work, resulting in substantive change (Exhibit 1.4.l.7).
- *Teacher Education Unit.* While SCSU has always had an informal teacher education unit, the work being done through the Teacher Preparation Initiative has drawn attention to the benefits we could reap if we reaffirmed or formalized this structure. After a series of conversations, meetings and clarification, the proposal made in spring 2014 was adopted and will be implemented in fall 2014. In this model, a K-12 and Secondary Education Interdisciplinary Program will be created and will exist alongside the existing departments of Child and Family Studies, Special Education, Information Media and Teacher Development (Exhibit 1.4.l.8).
- **Program Approval.** In spring 2014, the unit submitted 36 programs to the Minnesota Board of Teaching for extensive review. They will be approved at the September 2014 Board meeting (Exhibit 1.4.a.1).

STANDARD 1: Areas for Improvement

St. Cloud State University had no areas for improvement cited in this standard during the last review.

STANDARD 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Assessment System

Exhibit 2.4.a.1 presents a matrix of unit assessments aligned with MN standards, our conceptual framework and collected in association with major transition points. The assessment system was approved through appropriate unit procedures prior to the last accreditation visit and was described in a 2010 publication (2.4.a.2). Most recently, it was updated and presented to the unit Assessment and Accreditation committee in spring 2013.

As part of the NExT collaborative, SCSU has one representative on the *Common Metrics* committee (Exhibit 2.4.h.1). This group developed four instruments that are administered at the same time, to the same target group, at all fourteen institutions (Exhibit 2.4.a.11). Through data sharing agreements, aggregate and local data are now available. The four common metrics instruments have undergone significant reliability and validity studies and have become a central core of our assessment system. We are able to have a deeper understanding of our program strengths and areas for improvement by comparing data between our candidates and the NExT aggregate.

Data Collection

The unit collects candidate data at the following **transition points**.

- **Pre Admission** - A strong feature of our programs is the collection of data on candidates upon their first contact with an education program, via the Entry Survey (2.4.a.4), which all students complete in their introductory course. The Entry Survey is the first of the four common metrics tools administered to candidates, and helps us better understand them. In addition to the Entry Survey, candidates participate in an early field experience in their introductory course. Data are collected related to candidates' dispositions and early skills in this experience (Exhibits 2.4.b.4-6). Candidates are encouraged to attempt their MTLE Basic Skills tests early so they can re-take the exams and participate in remediation opportunities if necessary (Exhibits 2.4.a.5 & 2.4.b.7-8).
- **Admission** – Admission to teacher education is a two-part process. First, eligible candidates are admitted to individual programs. The admission standards for each program are published in undergraduate or graduate catalogs (Exhibit 2.4.b.1). As part of the unit's new criteria, each program assesses written and oral communication and student dispositions. Many programs have received mini-grants to support collaboration with P-12 to determine how best to assess critical skills and dispositions (Exhibit 2.4.b.9). Once candidates are admitted to their program, they are eligible for admission to teacher education (Exhibit 2.4.b.2), which requires candidates to have a cumulative grade point average of 2.75 and a minimum score of 220 (240 is passing) on the MTLE Basic Skills test. If the minimum score is not attained, candidates must receive permission to proceed by the Student Relations Coordinator, after jointly completing a comprehensive success plan.

- **Progression in Program** – As candidates pass through a program, they complete key assessments. Each program identifies a minimum of three key assessments that are used to monitor candidate progress in their program of study and measure necessary knowledge, skills and dispositions. Key assessments are included in program review documents submitted to the Minnesota Board of Teaching (Exhibit 2.4.a.3).
- **Eligibility to Student Teach** – Eligibility for student teaching requires candidates to meet all program requirements and *pass* the MTLE Basic Skills test. The Office of Clinical Experiences and Student Relations Office jointly monitor and support candidates as they apply to student teach. An appeal process is in place for students who petition to move forward without passing Basic Skills (Exhibit 2.4.b.10).
- **Exit** – At exit from an initial licensure program, the following data are collected.
 - Exit survey (Exhibit 2.4.a.6) – This is the second of the four common metrics administered. It is completed at the end of student teaching and measures candidate perception of program quality.
 - Performance Based Assessment (Exhibit 2.4.a.7). This instrument, completed by both cooperating teacher and university supervisor, is aligned with state standards. At the advanced level, practicum evaluations are collected from field supervisors.
 - edTPA (Exhibit 2.4.a.8). Minnesota adopted edTPA as an authentic assessment of candidate performance during student teaching. The edTPA is a nationally normed and standardized performance-based instrument measuring teaching performance in five domains: Planning, Instructing, Assessing, Analyzing Teaching and Academic Language. The edTPA rubrics have been cross-walked with Minnesota standards (Exhibit 2.4.a.9).
 - Minnesota Teacher Licensure Examinations. Candidates complete the MTLE Pedagogy and Content examinations at the culmination of their coursework. These are required for Minnesota licensure (Exhibit 2.4.b.13).
- **Induction** – Program completers are contacted approximately one year post-completion. The contact information gathered at program exit is shared through a partnership with our Career Services Office, who makes the initial contact with our completers. With these additional resources we have been successful in locating 90% of our program completers in 2012-13 and 87% in 2013-14. Each year a report is completed providing a snapshot of employment for our graduates (Exhibits 2.4.b.11-12).
 - At the time of the initial contact, Career Services gathers general information about the completer's employment status. Completers are told to expect a survey in the near future, and are encouraged to complete it.
 - A few weeks after the initial contact by Career Services, a link to the Transition to Teaching Survey (TTS) (Exhibit 2.4.a.14) is sent. The TTS is the third of the common metrics instruments, and is almost identical to the Exit survey, providing insight on how perceptions of preparation change after one year of professional practice. Summary data exist for both the institution and the NExT aggregate (Exhibit 2.4.b.14). Aggregate data has been helpful in gauging program and unit performance and identifying areas for improvement.
 - Per our Institutional Review Board, candidates completing the Transition to Teaching Survey are asked to consent to their supervisor being contacted regarding the quality of their preparation. The Supervisor Survey (Exhibit 2.4.a.15) is the last of the

common metric instruments. This survey provides data regarding supervisor views of the preparation provided by SCSU (Exhibit 2.4.b.15). Many discussions have transpired regarding the extremely low response rate on this survey, and means by which to improve our results.

- **Other School Professionals** – Candidates in school counseling and educational administration programs are evaluated by university faculty and practicum supervisors based on standards set by other accrediting bodies and professional associations (CACREP and BOSA). School counseling candidates are assessed using the School Counseling Internship Student Rating Form (Exhibit 2.4.a.16) and candidates in educational administration programs are evaluated using the Situational Panel Assessment (Exhibit 2.4.a.17).

Reliability and Validity

Several studies have been conducted over the years related to the quality of the instruments used in our assessment system.

- Internal consistency reliabilities for INTASC-based domain scores all above or very near .80 collected and reported for (a) the “old” Completer instrument (Exhibit 2.4.c.1), (b) the Performance-Based Summative Assessment (Exhibit 2.4.c.2), (c) and the Cooperating teacher Instrument (Exhibit 2.4.c.3).
- Scale validity and internal consistency data available for versions of the Transition to Teacher Survey. The instrument proved to have defensible scales with internal consistency reliabilities in the .9 range (Exhibit 2.4.c.4); the same data are available for the Entry Survey (Exhibit 2.4.c.5), the Exit Survey (Exhibit 2.4.c.6) and the Supervisory Survey (Exhibit 2.4.c.7).
- A study of the correlations between the edTPA and the MTLE Basic Skills – Writing was completed in preparation for administering the edTPA. This was done to determine whether the edTPA “operated” independently of basic writing skills (Exhibit 2.4.c.9). In addition, we looked at the relationship between edTPA scores and our internal summative instrument. While we feel that the Performance Based Summative Assessment is somewhat reliable and valid, the low correlations suggest that the tools measure different aspects of performance (Exhibit 2.4.c.10).
- An internal study looking at the performance of the edTPA both locally and nationally (Exhibit 2.4.c.11).
- A study of correlations between MTLE Basic Skills passing scores and various entry criteria, including candidate comprehensive ACT scores (Exhibits 2.4.c.8 & 2.4.c.12).

Use of Data

Implementing a systematic use of data for program improvement has been a challenge. We have held two data retreats, with minimal results (Exhibit 2.4.a.13). We have engaged assessment colleagues from our own campus as well as the NExT collaborative to discuss ways to move toward a culture of assessment. The TPI Assessment Working Group is addressing this issue as well, and will be making recommendations on possible improvements to our assessment system. A study conducted in Spring 2014 compiled data-based program changes made throughout the unit (Exhibit 2.4.g.1). That study found that while regular use of data may be limited, programs have responded to “voices from the field”, making programmatic changes based on feedback received from candidates or teachers via advisory boards. Some disruptions in dissemination occurred as we transitioned to Common Metrics instruments, but have since been addressed and are reflected in

the updated data dissemination matrix (Exhibit 2.4.d.2). All program and unit reports are now housed in a SharePoint site accessible to faculty in the teacher education unit.

STANDARD 2: Continuous Improvement

We have engaged in a number of significant improvements since our last visit.

- **Culture of Assessment** - Prior to our last NCATE site visit in 2008, our feedback related to assessment data was based on a data-use format (Exhibit 2.4.a.10). Members of the Assessment and Accreditation Committee expressed concern that too few departments were finding time to systematically examine and discuss data, making it difficult to implement program improvements grounded in data. In an effort to set aside time to engage faculty and staff in conversations about data, program-level data retreats were held in Spring 2011. Attendance was lower than hoped and the format of the meetings themselves did not lead to any significant conversation or program revisions. A second attempt was made at engaging faculty in discussions about program-level data with a data retreat in Spring 2013. Again, the results were uninspiring. Several meetings were scheduled for conversations about data in the 2013-14 academic year, but were ultimately pre-empted by urgent conversations about program review requirements from the Minnesota Board of Teaching. Instead of holding data retreats, the focus for the 2013-14 academic year became attending to relationships between departments, and laying a foundation for the importance and strength of assessment processes. Our goal is to create a culture in which assessment is not seen as something we do because we “have to”, but rather, that is something we “want to” do because it helps us become better. We will organize another opportunity for programs to come together to review and discuss critical unit and program data in fall 2014. We will be inviting P-12 partners to join us in reviewing our strengths and areas in which improvements are sought. Together with our P-12 partners, we will determine priorities and action plans for addressing program gaps and ways in which to build upon program strengths.
- **Data Management System** - Our internal system of storing candidate, program and unit data has become outdated and incapable of providing the real-time reports needed to truly promote a culture of assessment. Our old assessment system relied upon one office to disaggregate and disseminate all findings. Faculty and/or programs had to request data if they were going to engage in program evaluation activities at times that did not coincide with the set dissemination schedule. Knowing this was an area in which we needed to improve, the Assessment and Accreditation Committee began to explore a number of potential data management systems. In 2011, after visits to our campus and demonstrations from a number of potential vendors, the recommendation of the committee was that the education unit enter into a contract with Innovative Learning Assessment Technologies (ILAT) for their PASS-PORT data management system. This recommendation was carried out and our relationship with PASS-PORT began. The Assessment Director worked closely with PASS-PORT to create program transition points and unit surveys in the system. In 2012, the university decided a data management system was necessary for the entire campus, and began the process of selecting a vendor. Faculty, staff and administrators from all parts of campus were involved in this process, and in 2013 SCSU selected Tk20 as a campus-wide assessment and data management provider. The School of Education was faced with terminating the relatively new working agreement with ILAT PASS-PORT, and move to the

new system. We have been working closely with Tk20 since that time to implement assessment in the education unit. We are excited about the potential Tk20 holds for unit and program assessment, with immediate access to data related to key assessments and candidate performance. We are still in the stages of building our system and aligning standards, but have operationalized many features, including field experiences, surveys, advising and edTPA portfolios. We were hoping to pilot the collection of key assessment data in Tk20 in Fall 2014, but have had to postpone implementation until Spring 2015 so there is a seamless interface between D2L and Tk20. In Fall 2014 we will expand our collection of field experience data and bring our programs for other school professionals into the system. We are working with students in an instructional design course over the summer and into fall (2014) to help us develop and create resources to assist Tk20 users.

- **Common Metrics** - St. Cloud State University has entered into a data sharing agreement with Hezel, Inc. to aggregate and disaggregate data resulting from the four common metric instruments employed by fourteen teacher preparation programs in a tri-state area (Exhibit 2.4.a.11). The Common Metrics instruments have been aligned with the Minnesota Standards of Effective Practice (Exhibit 2.4.a.12). Philip Piety's 2013 book, *"Assessing the Educational Data Movement"* articulates some of the challenges the common metrics group has faced and overcome (Teachers College Press, pp. 56-57). Working across state lines to develop common instrumentation has been challenging, but the resulting data has been incredibly helpful in better understanding the strengths and limitations of our current programs. Perhaps more importantly, we are engaged in important conversations about assessment with our colleagues. We are able to share ideas and engage in joint problem-solving through this collaborative. Through our common metrics collaboration we have significantly improved our ability to track our graduates into their first year of teaching, we are improving our ability to collect data post-graduation and we have improved the data collection instruments utilized.
- **Monitoring student progress** - In reviewing our data related to teacher licensure examination passing rates we have discovered the need not only for the additional support services mentioned above, but the need to better monitor candidate testing. A study was conducted in 2011 to determine predictors of success on Minnesota Teacher Licensure Exams (Exhibit 2.4.c.8). We have been better able to advise students with ACT scores below the optimum level, and we have implemented systems in which candidate test attempts are reviewed on a regular basis by our Student Relations Coordinator and the Office of Clinical Experiences.
- **Performance-Based Summative Assessment of Student Teaching** - The Assessment and Accreditation committee has reviewed the reliability and validity studies completed in 2013 and has recommended a working group be convened in fall 2014 to revisit this instrument (Exhibit 2.4.c.2). It is generally felt by the committee that an instrument more aligned with current InTASC standards and the new areas of focus in our conceptual framework would be beneficial.
- **Teacher Preparation Initiative Assessment Working Group** - This working group is charged with identifying current teacher preparation and P-12 assessment practices, studying best practices in teacher evaluation and learner outcomes, recommending methods to coordinate assessment and data collection P-16, and making recommendations about ways to improve assessment practices across the partnership. They have been meeting over the summer and

will be making recommendations for improving assessment P-16, in Fall 2014. The Assessment Working Group facilitator also conducts a number of ad hoc studies for both TPI and the unit regarding specific research questions that arise. This research expertise has been an extremely valuable asset to our unit.

- **Teacher Education Unit** - To enhance the communication and collaboration necessary to move our assessment agenda forward, we have focused on relationship building and information sharing between content and education faculty. Monthly unit conversations have focused on sharing information and facilitating broad discussions about our teacher preparation programs. With a focus on building a sense of community within teacher preparation, we have a tendency to overlook our programs for other school professionals, one of whom is no longer in the school of education. (School Counseling was moved from the School of Education to the School of Health and Human Services in the institutional reorganization of 2010-11). Our attention to building a cohesive teacher education unit has not been without a price. The task of preparing this self-study has brought to light the fact that attention now needs to be placed on school counseling, educational administration and our advanced teacher preparation programs as we widen our view of “unit” to include the preparation of all school-based professionals.
- **Student Relations Coordinator** – As our institution reviewed structure and resources in the reorganization process, it was decided that smaller units, such as the School of Education, would no longer have Associate Dean’s. In order to put greater emphasis on our services to students, including managing the complaint process, a full-time Student Relations Coordinator position was created. The Student Relations Coordinator handles all student complaints and concerns in accordance with institutional policy and procedure (Exhibit 2.4.e.1). The Student Code of Conduct describes the behavioral expectations and disciplinary processes associated with conduct violations, including grade appeals and complaints against faculty (Exhibit 2.4.e.2-4).
- **Partnership with Career Services** – As we explored ways in which to maintain better connections with our program completers, it became obvious that the most efficient way to reach them would be by partnering with Career Services. The Career Services office maintains contact with program completers from all parts of campus and has the resources and expertise to assist us in this endeavor. While the partnership is young, it has been formalized and has been extremely beneficial (Exhibit 2.4.d.3).

STANDARD 2: Areas for Improvement

There were no areas for improvement noted in Standard Two.

STANDARD 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Collaboration between Unit and School Partners

SCSU values collaboration with area schools in the development of the next generation of teachers. We know that candidates need “real-world” experiences in order to practice the skills and strategies

they are learning in their coursework. Our school partners play a critical role in the development of these young teachers and provide rich feedback about program strengths and gaps that help us improve what we do. Together, we deliver and evaluate the clinical and field experiences necessary for success. Guiding the development of teachers and other school professionals requires collaboration between many people.

- **Field Experience Teachers** - host a candidate in a field experience prior to student teaching and complete an evaluation of the knowledge skills and professional dispositions the candidate demonstrates during that time.
- **Cooperating Teachers** - mentor and support our candidates in their culminating student teaching experience. They work collaboratively with university supervisors in the evaluation of the candidate during their sixteen week experience. Candidates in K-12 and 5-12 programs will have two placements, at two different levels (elementary and secondary, or middle level and high school). Early childhood candidates also have two placements at different levels (preschool and elementary).
- **University Supervisors** - observe candidates in the classroom setting, provide feedback and guide candidate growth. They are faculty in either tenure track, fixed term or adjunct positions who have expertise in P-12 education, with at least two years teaching experience (in a school) at the level they supervise. Supervisors participate in regular meetings with faculty representatives and the Office of Clinical Experiences (OCE) to stay current with supervisory requirements (Exhibits 3.4.d.1-3).
- **Content Faculty Supervisors** - may also observe and evaluate candidates' pedagogical content knowledge and skills. These discipline-specific faculty complete additional assessments and provide feedback to candidates.
- **On-site supervisors** - oversee the internships of our candidates in advanced programs and programs for other school professionals. On-site supervisors provide guidance and feedback to the intern and complete all required evaluations and assessments of candidate competency.

SCSU has been a leader in the national movement to implement **co-teaching** strategies in student teaching for the past decade, researching the impact co-teaching strategies have on candidate development and P-12 learner outcomes (Exhibit 3.4.h.1). Our P-12 partners have embraced this model and urged SCSU to prepare all candidates in these strategies (Exhibit 3.4.h.6). Cited as a "promising practice" in NCATE's 2010 Blue Ribbon Panel Report, co-teaching has gained momentum as school and university partnerships nationwide have begun to reap the benefits of this design (Exhibit 3.4.h.4). In co-teaching, teacher candidates and experienced classroom teachers work side-by-side, sharing planning, instruction and reflection (Exhibit 3.4.h.2-3). P-12 students benefit from having two professionally prepared adults in the classroom, and teacher candidates benefit from closer collaboration with their mentor teacher. Cooperating teachers receive preparation in the foundations of co-teaching and important collaboration strategies. University supervisors are also prepared in what to look for in co-taught classrooms. With four co-teaching modules strategically embedded in specific courses and a culminating session about co-teaching at the student teaching orientation, our candidates have the background they need to be successful in a co-taught classroom (Exhibit 3.4.h.5).

Personnel in the OCE work closely with co-teaching specialists and building administrators to make the best possible placement for each candidate. All districts in which we place teacher candidates sign a Memorandum of Agreement with the State of Minnesota (Exhibit 3.4.a.2). The St. Cloud School District, the largest district in our immediate vicinity, has also developed a **liaison position** to work with SCSU on securing placements and mentorship opportunities for teacher candidates (Exhibit 3.4.a.3). The liaison acts as a point person for both the university and the district in regard to requirements and expectations or candidate concerns and makes personal visits to support cooperating teachers in their mentorship of candidates.

Every semester, the OCE organizes a **Professional Development Day** for candidates near the end of student teaching (Exhibits 3.4.a.4-5). This is an exciting opportunity for exiting candidates, with keynote speakers and breakout sessions tailored to the needs of new teachers. University faculty and P-12 teachers and administrators present sessions on a wide range of topics. Professional Development Days epitomize the partnerships between the university and area schools both in planning the event and delivering the content.

SCSU has benefitted from the Bush Foundation funded **Teacher Preparation Initiative (TPI)**, the focus of which has been establishing meaningful partnerships with P-12 teachers and administrators in the work of developing highly qualified teachers. P-12 partners have been involved in the redesign of the conceptual framework, the development of proposals reforming our programs and supporting new teachers.

Design, Implementation and Evaluation of Field Experiences and Clinical Practice

Candidates at SCSU must meet entry criteria for clinical practice (Exhibits 3.4.e.8-14). SCSU implemented revised teacher education admission criteria in 2013, including revised eligibility for student teaching. An appeals process was also implemented, giving candidates the ability to present extenuating circumstances and plans for success.

Candidates in our programs have early field experiences in which they participate in all aspects of the classroom. Field experiences are aligned with course objectives and candidate performance is assessed (Exhibits 3.4.f.1-5 & 3.4.f.8-12). Candidates have experiences at multiple grade levels over the course of their program (Exhibit 3.4.b.10). The OCE makes over 500 field experience placements each semester (Exhibits 3.4.b.1-7).

Candidates receive an orientation to student teaching prior to the culminating clinical experience (Exhibits 3.4.e.15-16). Our OCE places over 250 candidates in student teaching placements each semester (Exhibit 3.4.b.9). Criteria for cooperating teachers and university supervisors are well established and posted on the OCE website (Exhibit 3.4.c.1). In addition, handbooks are available for candidates and cooperating teachers, which outline expectations for assessment and support throughout the experience (Exhibits 3.4.e.1-7). OCE hosts regular meetings for university supervisors to provide information, support and other resources (Exhibits 3.4.d.1-3). Department liaisons also work with the OCE on issues related to field experiences (Exhibit 3.4.d.5).

University supervisors complete a minimum of three observations in any given 8-week block. Currently, candidates in elementary and early childhood student teach for 8 weeks in one semester,

followed by an additional 8 weeks the following semester (for a sixteen week total placement). Candidates in secondary programs student teach for 16 consecutive weeks (which may be in two sites, depending on the scope of their license). Summative Assessments are completed at the end of student teaching by both the university supervisor and the cooperating teacher. This assessment aligns with the skills and dispositions defined in the Minnesota Standards of Effective Practice. Three way conferences (cooperating teacher, university supervisor and teacher candidate) occur at least three times during the student teaching experience. In Spring 2014, 97% of candidates placed successfully completed student teaching (Exhibit 3.4.g.1).

Advanced Programs: Candidates in advanced programs complete practicum experiences in their specific area of study (i.e., developmental disabilities, emotional/behavioral disorders, parent education). Candidates are assessed at the end of their practicum (Exhibit 3.4.f.13).

Other School Professionals: Candidates in programs for school counseling and administrative positions complete internships under the supervision of a professional licensed in the same discipline. On-site supervisors and university supervisors collaborate in the supervision and assessment of program candidates, which are aligned with the competencies required for licensure (Exhibit 3.4.f.15-18).

Knowledge, Skills and Professional Dispositions to Help All Students Learn

Each clinical experience site used by the SCSU is coded in terms of their diversity status. Current codes are based on state and national trends: Free or Reduced Lunch \geq 40%; Students of Color \geq 26%; Limited English Proficiency \geq 7%; Special Education \geq 15%. Highly diverse settings are those that meet or exceed the above thresholds in two or more domains; diverse settings are those that meet or exceed the above thresholds in at least one domain, low diversity settings are below the above thresholds in all domains. Candidates are placed in at least one highly diverse site during the course of their program. Of the candidates completing their programs in 2013-14, 88% had been in three or more diverse placements over the course of their preparation at SCSU (Exhibits 3.4.g.2&3).

Candidates at SCSU are assessed by cooperating teachers and university supervisors throughout their student teaching experience. The Summative Assessment of Student Teaching (Exhibit 3.4.f.6) is aligned with state standards and the unit's conceptual framework. Candidates in our programs also complete an edTPA during their student teaching experience, which encompasses candidate competencies in planning, instruction and assessment.

STANDARD 3: Target Level Performance

St. Cloud State University is performing at the target level on Standard 3a, **Collaboration between Unit and School Partners**. We have formalized partnerships with six area school districts (St. Cloud, Sartell-St. Stephen, Sauk Rapids-Rice, Monticello, Holdingford and ROCORI) through the Teacher Preparation Initiative (TPI). While we have always had close connections with area schools, the TPI funding has facilitated the integration of P-12 teachers and administrators in the work of reviewing, transforming and delivering our teacher preparation programs leading to deeper, more focused partnerships. P-12 partners actively participate in every TPI working group and focused team, offering critical feedback, valuable insights and "real world" experience as we reflect on the needs

of P-12 learners and our role in developing the teachers to meet those needs. Examples of ways in which we collaborate with school partners follow.

- **Conceptual Framework** - The conceptual framework subcommittee included one P-12 administrator and two university faculty members (one education, one content). As a working group of the Teacher Education Advisory Committee (TEAC), the conceptual framework subcommittee brought all recommendations and revisions to the larger body, which included additional P-12 members, for discussion and endorsement.
- **Reviewing Teacher Preparation Programs** - P-12 teachers have been an integral part of the TPI "Prepare Working Group", charged with: Forming a P-16 partnership to examine and align curriculum at all levels; Investigating authentic field experiences beginning with students' first semester on campus; and Exploring 21st Century knowledge, and skills needed for 21st Century learning. As a result of the research, reflection and leadership of this group, a number of major changes have been or are in the process of being implemented.
 - *Enhanced Field Experience Proposal* was developed by the Prepare Working Group after extensive study of the existing field experiences in each program, with varied greatly in both length and connection to coursework. The resulting recommendation of this working group provides a framework for field experiences that will better integrate them with methods courses or other relevant coursework, contain specific, measurable outcomes, focus intentionally on authentic assessment and involve multiple opportunities for individual and programmatic feedback (Exhibit 3.4.a.1). This work has been the cornerstone of many of the advances that have led us to target level performance.
 - *Mini-grant opportunities* have been made available through TPI, to each program/licensure area to bring together an appropriate mix of faculty, students, staff and P-12 teachers to review programs and recommend appropriate change. A requirement of this funding was to involve P-12 teachers with licensure in the area being reviewed, who have been cooperating teachers. It was also required that faculty outside the program area be involved (Exhibit 3.4.i.1). Mini-grants have been provided to: Early Childhood Education, Information Media, Languages and Culture, Vocal and Instrumental Music, Science Education, Social Studies, Special Education, Teacher Development, Teaching English as a Second Language and Visual Arts (Exhibit 3.4.i.2).
 - After thoroughly reviewing the Minnesota Standards of Effective practice and the existing professional education sequence, a group of dedicated faculty and P-12 colleagues made a recommendation for an *Educational Foundation Core*. The new core would incorporate many existing courses, but would provide a new focus for all candidates regardless of licensure area, on Social Justice, Differentiation, Context for Learning, Teacher Identity and Efficacy, and Teaching and Learning in the 21st Century. These areas of emphasis align with the MN Standards of Effective Practice, the Conceptual Framework and the InTASC Standards. Course requirements, field experiences and candidate outcomes have been articulated for each semester. Candidates would be required to create a portfolio that would consist of evidence of outcome mastery (Exhibit 3.4.i.7).

- The TPI Prepare Working Group has also proposed enhanced criteria and expectations for *clinical faculty* that will go through the approval/implementation process in 2014-15 (Exhibit 3.4.c.2).
- **Mutual participation in Professional Development** - A P-16 work group met over the course of seven months to plan and deliver the first common professional development day in the St. Cloud area. Educational leaders in six school districts and the teacher education unit committed to a common day of shared learning, held on June 11, 2014. (Exhibits 3.4.i.3-5). The day featured key note speaker Kathy Flaminio, who spoke about the practice of mindfulness and social emotional learning, led participants to discover the impact of stress on both educators and students and develop practical interventions to enhance overall well-being. Following the key note address, participants attended their choice of two break-out sessions in the morning and two in the afternoon. Sessions covered a wide range of interests and grade levels. Approximately 125 participants attended and rated the day as very helpful in their professional development. The overall mean quality rating was 3.48 (of 4), with 93% viewing the presentations as of moderate to high quality; the commensurate results for “utility” were 3.38 (of 4), with 87%, viewing utility as moderate to high. The five highest-rated sessions for quality seemed to reflect skills that could be applied to the classroom (Exhibit 3.4.i.6).

Each semester SCSU also hosts a Professional Development Day for teacher candidates in their final semester of student teaching. This full-day experience is possible through collaboration with partner districts. Break-out sessions feature P-12 and university experts and are tailored to the needs of new teachers. Topics cover a wide range of self-identified candidate interests, including classroom management strategies, positive reinforcement, integration and creative use of technology in teaching and learning, meeting the needs of diverse students, and stress management (Exhibits 3.4.a.4-9).

- **Shared Expertise to Support Candidate Learning** - Through the co-teaching in student teaching model, our candidates are supported by both the supervising faculty and the cooperating teacher during their clinical experience. In co-teaching, cooperating teachers share their expertise with candidates through co-planning and joint reflection. Candidates are able to develop their skills at the elbow of a mentor teacher, receiving support and guidance throughout the process.
- **Joint determination of placements** - St. Cloud State University is fortunate to have a joint powers agreement in place with the St. Cloud Area School District for a teacher on special assignment to work directly with the Office of Clinical Experiences on the placement and support of candidates in our largest local school district (Exhibit 3.4.a.3).

There are elements of standard 3b on which we have also achieved the Target level of performance.

- Field experiences at SCSU are designed to provide candidates with a variety of field experience settings in which they can apply and reflect on their knowledge, skills and dispositions. The Office of Clinical Experiences ensures that candidates preparing for licensure have at least one experience at each level (pre-primary, elementary, middle, or secondary) within the scope of their license. Field experiences happen in both school and community settings, with a variety of age ranges. Candidates also have at least one

placement in a diverse setting during their program, providing them the opportunity to develop and reflect on their ability to differentiate instruction so all students learn.

- During field experiences, candidates are observed, and observe others. Field experience evaluations are provided by cooperating teachers in many of the longer field experiences. These observations and assessments help guide the candidate's development and provide the university faculty critical information about strengths and areas for growth.

Activities that have led to target level performance

In January, 2010, the Bush Foundation entered into a ten year initiative to transform the way teachers are recruited, prepared, placed and supported. Fourteen teacher preparation institutions in Minnesota, North Dakota and South Dakota were invited to participate in the initiative and form the Network for Excellence in Teaching (NExT). The Bush Foundation committed to investing \$40 million over ten years to ensure that the NExT institutions had the resources needed to be the catalyst for change.

St. Cloud's Teacher Preparation Initiative (TPI) is a P-16 collaborative between education faculty, Arts and Science faculty, P-12 school districts, and candidate support services across campus (e.g., Office of Clinical Experiences, Admissions, Career Services). Our work is centered on four pillars of teacher preparation: **recruiting** candidates who will be excellent teachers, **preparing** candidates for the schools and classrooms of the future, **placing** novice teachers in schools that will support their growth and success and **supporting** teacher induction. Including P-12 stakeholders as partners in this work and grounding all recommendations in evidence and best practice have been hallmarks of our local initiative. Five working groups were created to study current practice, research best-practice and make recommendations for comprehensive programmatic change.

- **RECRUIT.** This working group is charged with examining current recruiting strategies, recommending new and improved strategies, examining admission criteria, recommending new admission criteria and developing recruiting and admissions materials. This group is also tasked with developing recommendations specifically around growing high need areas of teacher preparation e.g., special education, STEM education, teaching English as a second language and men in early grades.
- **PREPARE.** This working group is charged with exploring new models for teacher preparation and integration of all required standards. They are tasked with exploring ways to enhance collaboration and reduce isolation, enhance clinical experiences and develop a common foundation of knowledge that meets the needs of future educators and still fits within the credit limit.
- **SUPPORT.** This group is charged with investigating feasible and sustainable models for comprehensive induction in P-12 districts and at SCSU. They explore common professional development as a model of shared resources, using technology to observe teaching and provide mentoring and professional development in remote locations, and making recommendations regarding other best practices to support SCSU graduates.
- **TECHNOLOGY.** This working group is charged with determining the professional development needs of our teacher candidates and P-16 faculty related to effective utilization of technology in teaching and learning. Recommendations from this group have centered on the development of a comprehensive plan to incorporate International Society for

Technology in Education (ISTE) standards for teachers and assisting other working groups in meeting their goals through technology.

- ASSESSMENT. This working group is charged with identifying current teacher preparation and P-12 assessment practices, studying best practices in teacher evaluation and learner outcomes, recommending methods to coordinate assessment and data collection P-16, and making recommendations about ways to improve assessment practices across the partnership.

The funding St. Cloud State has received from the Bush Foundation has enabled faculty and staff to engage in a meaningful review and study of practices related to teacher preparation with our P-12 partners. Our focus has been on developing meaningful partnerships that benefit both higher education and P-12. In addition to this level of partnership, the Bush funding has afforded us opportunities to collaborate with other teacher preparation programs in our region. A sense of community has developed, with institutions sharing information, assessments, strategies, successes and challenges. Our focus on partnerships has been instrumental in energizing faculty and staff to continue the difficult but rewarding work of transformation.

Timelines for attaining/sustaining target level performance

St. Cloud State University continues to move toward target performance in Standard 3c. The recommendation coming from the working group focused on preparation of our candidates includes a common educational foundation core, in which candidates would have more varied and integrated field experiences throughout their program of study. This proposal will be phased in over several semesters, beginning in Spring 2015.

- In the first semester, the field experience would bring together candidates from a variety of disciplines, being placed in cohorts of 3-6. This initial field experience would consist of one morning or afternoon per week, for a total of 10 weeks, with five weeks in elementary and five at the middle school/high school level. This clinical experience would support candidates in early exposure to students different from themselves (e.g., linguistic differences, special needs), opportunities to reflect, exposure to different age levels and a beginning understanding of the various roles of a teacher.
- The second semester would include a 20 hour field experience in which cohorts of 3-6 candidates would work as a team. This experience would be community based and would facilitate candidates' understanding of differences in learners and learning strategies and would include a focus on communication skills.
- The third semester would include another 20 hour field experience focusing on assessment practices in P-12 classrooms. Again, students will be placed in cohorts and begin to understand accountability, assessment, using data to inform decision-making and integration of technology in the classroom.
- Candidates would complete an additional discipline-specific experience prior to student teaching, in which they would focus on the scope and sequence of curricular design.

This proposed educational foundation core will help keep our momentum moving toward target in Field Experiences. Not only will these enhanced field experiences provide our candidates with well-designed opportunities that are integrated into our programs, it will also provide candidates with additional opportunities to engage as members of instructional teams with both peers and mentor

teachers. Candidates working together will have opportunities to critique and reflect on each other's practice and their effects on student learning.

STANDARD 3: Areas for Improvement

St. Cloud State University had no areas for improvement cited in this standard during the last review.

STANDARD 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

SCSU has a deep commitment to the diversity of all aspects of our campus community. This commitment is reflected in the mission, vision and learning commitments of the institution, but also in the everyday experiences of our students and colleagues. SCSU is one of only two Minnesota institutions to receive the 2013 Higher Education Excellence in Diversity (HEED) Award (Exhibit 4.4.j.1).

In his 2008 convocation speech, President Earl H. Potter III called for the creation of a Diversity Task Force to develop a comprehensive diversity plan, "starting with the examination of every aspect of our (SCSU) culture and character to find better ways of making ours a welcoming, safe community that values our diversity." The task force spent three years studying, visioning and developing the comprehensive plan, which was released in early 2012 (Exhibit 4.4.j.2). The resulting recommendations included: campus climate; student recruitment, retention and success; scholarship, teaching and learning; out-of-classroom learning; workforce development and composition; and building community relationships.

Design, implementation and evaluation of curriculum and experiences

SCSU requires all undergraduate students to complete at least three diversity courses in their liberal education curriculum, which must include at least one racial issues course (Exhibit 4.4.b.3). Learning outcomes for racial issues courses focus on understanding, education, awareness and student growth (Exhibit 4.4.j.3). Candidates for teacher licensure are required to take HURL 497/597, Human Relations for Teachers (Exhibit 4.4.b.4). Many programs also required the companion course, Human Relations for Teachers II, (HURL 498/598). Both courses provide a strong foundation for candidates to understand, recognize and analyze individual and institutional racism, sexism, immigration issues, and other forms of oppression in the school environment, and the impact of oppression on teaching and learning. These courses provide a strong focus on inclusive classroom pedagogy and curriculum development. The unit is committed to ensuring that our candidates are able to teach so that **all** students learn and create safe and respectful learning environments in which P-12 learners not only value, but **thrive** on diversity.

The diversity proficiencies assessed for teacher candidates seeking initial licensure are derived from the Minnesota Standards of Effective Practices and are aligned with our conceptual framework (Exhibit 4.4.a.1). They are rooted in professional standards, embedded in the curriculum and evaluated through key assessments including course-based measures, performance based assessments, follow up studies and cooperating teacher surveys (Exhibit 4.4.b.1-2). Employer surveys are designed to assess diversity proficiencies as well, but due to low response rates provide data that cannot be generalized. Data from the *initial licensure* programs demonstrates that the unit has made gains in candidate ratings on diversity measures from 2011-2014 (Exhibit 4.4.a.2). In looking at specific questions that have been added to the Exit Survey with our common metrics initiative, however, it appears that SCSU candidates may lack confidence in their ability to differentiate instruction for various diverse student populations (Exhibit 4.4.c.3). This data is new for us, and will be studied and analyzed in the coming academic year.

At the *advanced level*, diversity proficiencies are embedded in the curriculum and aligned with course outcomes as well. Our Teaching English as a Second Language program requires candidates to take ENGL 463 (ESL and Culture), which prepares them for the multicultural experience of the ESL classroom, and ED 457 (Issues in Bilingual/Bicultural Education), which examines current issues that affect the bilingual/bicultural student. Advanced level diversity data (Exhibit 4.4.a.3) demonstrates that our candidates have the knowledge, skills and dispositions to teach all students and create learning environments that respect, support and nurture students from diverse backgrounds.

Diversity proficiencies for other school professionals come from CACREP standards and MN Competencies for School Administrators. These proficiencies encompass the knowledge, skills and dispositions necessary to meet the academic, social and emotional needs of all learners and have been purposefully aligned and embedded within specific courses in each program, to ensure that candidates gain the diversity competencies necessary for success in today's educational settings (Exhibit 4.4.a.3).

Experiences working with Diverse Faculty

Attention to hiring practices that reflect the institutional commitment to social justice, diversity and inclusion have been an administrative priority at SCSU. We have been purposeful in the recruitment of diverse faculty in order to provide the best possible candidate pool for every search. These efforts are monitored and upheld through system-level (MnSCU) board policy and the SCSU Equity and Affirmative Action Office (EAAO). The EAAO recruitment plan aims to create diverse and vibrant applicant pools by routinely advertising open positions on appropriate websites and in professional publications (Exhibits 4.4.g.2-3).

As of October 31, 2012, 22% of all faculty employed at SCSU were people of color and 45% were female (Exhibit 4.4.g.1). Currently, 15% of professional education faculty are people of color and 57% are female (Exhibit 4.4.d.1). This is below the institutional average, but compares favorably to the demographics of our cooperating teachers, who in the past three years were 5% people of color and 77% female.

The faculty in the teacher education unit share their expertise in social justice, diversity and inclusion internationally, nationally, regionally and locally. During the past academic year, teacher

education faculty members made over a dozen presentations on diversity-related topics (Exhibit 4.4.g.4).

Experiences working with Diverse Candidates

Increasing the diversity of the student body is a goal at both the institutional and unit level. The Fall 2013 institutional "Quick Reference" report indicates that 20% of students enrolled at St. Cloud State University are students of color, and 52% are female (Exhibit 4.4.e.5). There are nearly 1,000 international students on our campus, adding to the richness of the experiences we can offer our candidates (Exhibit 4.4.e.2). Despite overall declines in enrollment, the current enrollment of students of color in teacher preparation programs is 11% at the undergraduate level and 20.5% at the graduate level (Exhibits 4.4.e.1&3).

Through TPI, a team was created with the specific charge of making recommendations for the recruitment of diverse candidates, including teachers of color and men in the early years. The resulting report and recommendations outline current outreach efforts and strategies for improving our recruiting efforts as a unit and an institution (Exhibit 4.4.h.1).

Teacher candidates are encouraged to participate in a variety of opportunities on and off campus to develop intercultural competence in order to better serve P-12 students. Our candidates have many opportunities to study abroad, student teach in out-of-state and international settings and collaborate locally with international students (Exhibit 4.4.j.11).

- Supervision of candidates along with curricular and instructional support to both the Spanish and Chinese **immersion programs** in the St. Cloud and Minnetonka, MN school districts (Exhibit 4.4.i.1). Partnerships with the Universidad de Concepcion (Chile) and Beijing Normal University (China) help support these efforts.
- Faculty exchange and short-term study abroad for special educators with the Gyeongin National University of Education in **South Korea**.
- Short term exchange program between SCSU, Temple University and Universidad Federal de Bahía in **Salvador, Brazil** through a FIPSE (Fund for the Improvement of Postsecondary Education) grant.
- Study Abroad at **Alnwick Castle** in Northumberland, UK, focusing on children's and young adult literature.
- Student teaching in **Beijing, China** through an institutional partnership with Beijing Normal University.
- Student teaching in **South Africa** through a partnership with Nelson Mandela Metropolitan University.
- Student teaching in the **Aldine, TX** school district

Experiences Working with Diverse Students in P-12 Schools

It is a priority for the teacher education unit to place all candidates in at least one diverse setting during the course of their program. The Office of Clinical Experiences developed a comprehensive database to track candidate placements in order to ensure diversity in field experiences. As part of that work a committee was convened in 2009 to establish a means by which to track the type of sites our candidates were experiencing. Diversity criteria were developed to help monitor placements. The diversity criteria are updated every three years and currently are as follows: Free

or Reduced Lunch \geq 40%; Students of Color \geq 26%; Limited English Proficiency \geq 8%; Special Education \geq 15%. Each site is evaluated against these criteria and given a diversity rating. Ratings are as follows. 1=Low diversity: The population of students in this site is below the state average in all diversity domains; 2=Diverse: The site is above or equal to the state average in one defined domain; 3=Highly diverse: The site is above or equal to the state average in two or more diversity domains (Exhibit 4.4.f.1).

During the 2012-2013 academic year, 76% of the students placed were in a setting with a rating of 2 or 3. In 2014, that number went up to 80%, with the majority of those in the low diversity category being parent and family educators (Exhibit 4.4.f.2&3). As we transition to full implementation of Tk20, placement and diversity data will be easily accessible to key stakeholders.

STANDARD 4: Continuous Improvement

St. Cloud State University has engaged in purposeful activities to enhance the diversity of students attending this campus and faculty teaching here. We have focused on globalization at the institutional level as well as in the School of Education.

- The School of Education's **Global Education Committee** has worked to keep global opportunities and perspectives in the forefront.
 - **Vision:** The aim of the School of Education's Global Education Committee is to cultivate an environment in which students, faculty, and staff are able to attain the international perspectives and global competencies (coping, resiliency, resolving conflict, critical thinking, self-awareness, sensitivity, valuing multiple perspectives, being comfortable with ambiguity) needed for success in teaching, leading, service, and research.
 - **Mission:** The Global Education Committee provides a forum for dialogue, preparation for international understanding and global competencies, and a portal for disseminating the knowledge, research, and activities of the School of Education community.

Through a survey conducted in 2012, the Global Education committee determined that while a number of faculty engaged in international partnerships and research, there was a significant lack of dissemination with and between colleagues. To remedy this, the committee began sponsoring an international potluck each semester, which would feature global cuisine (prepared and provided by faculty and staff) and brief faculty presentations describing personal or professional international experiences. These potlucks aid in building a sense of community and disseminating scholarly work. In addition, the global education committee plans activities and events for International Education week, including a number of informative presentations by visiting scholars, students and/or faculty, and webinars focusing on global education.

- The Teacher Preparation Initiative team focused on Recruiting, Retaining, Graduating and Supporting Teachers of Color with Diverse Cultural Backgrounds has suggested that the **recruitment of teachers of color** should be a top priority for the unit. The proposal

developed by this committee weaves together the need to reallocate specific resources for recruiting and retaining underrepresented teacher candidates, further exploring and developing alternative delivery systems, and the establishment of personal relationships between representatives of SCSU and communities of color in central Minnesota (Exhibit 4.4.h.1). The work of this committee will continue in Fall 2014 with the development of an implementation plan.

- As the period for edTPA adoption unfolded in the education unit, several faculty members expressed concern about equity issues associated with the instrument. While no assumptions were made about ethnic and racial disparities associated with the edTPA scores, we, as a unit, felt compelled to call for a **conversation about this equity issue**. Members of the assessment team gathered information about the performance of the edTPA in terms of (a) differential performance by groups of educators, and (b) reliability and validity issues and disseminated the findings (Exhibit 4.4.j.4). Following dissemination, a 1.5 hour unit-wide discussion was held on December 2, 2013, that was attended by approximately 30 faculty members, and included a preliminary presentation to foster discussion (Exhibit 4.4.j.5). A summary of the meeting was recorded by a representative of the assessment and accreditation committee (Exhibit 4.4.j.6). As a result of the rich and passionate conversation, members of the assessment committee delivered a draft of suggested language to the dean, for letters to our state organization (Minnesota Association for Colleges of Teacher Education, or MACTE) (Exhibit 4.4.j.7) and to the Minnesota Board of Teaching (Exhibit 4.4.j.8).
- The **Greater St. Cloud Area Thrive Initiative** is funded by the Initiative Foundation and co-founded by our Child and Family Studies Department and the Sauk Rapids-Rice Early Childhood programs. Thrive is a collaboration of organizations and community groups who are focused on improving early childhood mental health, healthy child development and family-focused service delivery systems. Included in this effort was the embedding of early childhood mental health research, theory and practice into coursework at SCSU, and developing an infant mental health special collection in the SCSU Curriculum and Technology Center. The Thrive initiative recently sponsored a training program for students in CFS 633, pertaining to home visiting for immigrant families, led by professionals who emigrated from African and Latin American countries.

Thrive has also done extensive work reaching out to our immigrant community. As part of a diversity initiative, the Greater St. Cloud Area Leadership Team conducted a cultural forum with the St. Cloud Area Somali Women's Association. As a result, a grant was written to and awarded by the Blue Cross Blue Shield of Minnesota Foundation which focused on supporting the four immigrant/refugee groups who had the most representation in the St. Cloud Area school district: Somali, Sudanese, Vietnamese and Latino/a. Goals of the grant include: increasing the number of diverse licensed early childhood professionals, expanding access and cultural sensitivity in early intervention and expanding intercultural sensitivity and competence of interpreters in the early childhood field (Exhibit 4.4.j.9).

- The St. Cloud State University School of Education and Temple University have collaborated to develop an initiative funded jointly by the United States Department of Education (Fund for the Improvement of Postsecondary Education (**FIPSE**) and the Brazilian Ministry of Education's Agency for the Support and Evaluation of Graduate Education (CAPES). St. Cloud State received three scholarships for students to travel to Salvador, Brazil, with a special education faculty member, joining a similar group from Temple University. The primary goal of this project is to promote international awareness and understanding of the significant contributions people with disabilities make to work environments. Students participating in this program engage in multi-cultural activities to gain knowledge and awareness about the social consideration and technological solutions that raise employment opportunities for people with disabilities.
- St. Cloud State recently created a **Confucius Institute**, made possible through a partnership with the Jilin Province Department of Education in Changchun, China, in collaboration with the Minnesota Department of Education and the Ministry of Education in China. Our Confucius Institute is located in the School of Education and will focus on building cross-cultural understanding and partnerships in the community and supporting the Chinese immersion/second language programs in the region. Seven full Chinese immersion programs are in existence in the state of Minnesota, the oldest being the Yinghua Academy in Minneapolis. Additional programs are located in Minnetonka (2 sites), Forest Lake, St. Cloud, St. Paul and Hopkins (Exhibit 4.4.j.10).
- The current **academic exchange program** with Gyeongin National University of Education (GINUE) in South Korea has been a success in terms of special educators. The program is now in the planning phase of expanding to include STEM educators from both nations.
- One of the recent findings from our Exit Survey is that SCSU candidates lack confidence in their ability to create lessons and meet the **academic needs** of diverse student groups, including, but not limited to gifted and talented, English Language Learners, students with disabilities, and those with mental health needs. This will be reviewed further during the 2014-2015 academic year as we search for meaningful ways to better develop these skills in our candidates.
- The **Center for Access and Opportunity** is a collaborative effort between SCSU, the St. Cloud Technical and Community College and the St. Cloud school district. This program addresses academic underachievement, high school graduation rates and college participation for underrepresented students. The project includes academic advising, teacher consultants and academic support and enrichment services. The project has been very successful to date, and has worked in close collaboration with the School of Education.
- Every year, St. Cloud State hosts a **Power in Diversity Leadership Conference** for students of color and other underrepresented students from across the Minnesota State Colleges and Universities (MnSCU) system. This conference offers opportunities for personal growth and leadership development through keynote addresses, networking opportunities and a variety of breakout sessions.

- Also at the Institutional level, the **Multicultural Student Services Office** provides academic support, advising and multicultural programming to students from all programs on our campus. This office works with student organizations to plan a variety of social and co-curricular programs. All students are welcome to participate and have a wide variety of student organizations to choose from, including the All Tribes Council, African Student Association, Asian Students in Action, Council of African American Students, Hmong Student Organization, Movimiento Estudiantil Chican@ de Aztlán, Somali Student Association, the Organization for Prevention of AIDS in Africa, Today's Women, and the Vietnamese Student Organization.

STANDARD 4: Areas for Improvement

St. Cloud State University had no areas for improvement cited in this standard during the last review.

STANDARD 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Qualified Faculty

The teacher education unit at SCSU is an eclectic mix of academics who take pride in their role of preparing future educators and school professionals to teach, lead and serve (Exhibit 5.4.a.1). As is evidenced by our revised conceptual framework, we see our faculty as co-learners with our candidates, as they model and embrace the institutional maxim, "Education for Life".

At St. Cloud State, there are three levels of faculty: Tenure-track, Fixed-Term and Adjunct.

- Tenure-track faculty are ranked as Professor, Associate Professor or Assistant Professor, depending on their qualifications and experiences.
- Fixed-Term faculty are appointed for a limited time, typically one year and not to exceed four years. They are often emergency hires and meet specific qualifications or expertise needed in a program/department.
- Adjunct faculty are appointed on for a designated period of time, not to exceed one year and 10 credits. They are often hired to cover reassignments or to meet special programmatic needs of departments where specific expertise cannot be otherwise provided by the faculty in the department.

A review of *unit faculty vitae* reveals that of the 98 faculty members in the unit:

- 84 (86%) have terminal degrees
- Two have sixth year certificates with specific expertise in the areas in which they are teaching. One is hired as an adjunct and the other as fixed-term.

- Twelve (12%) have Master's degrees. Eleven of these (92%) have recent public school experience, bringing critical relevancy and expertise to our candidates. Of the 12 faculty with Master's degrees, 2 are adjuncts, 5 are fixed-term, and 2 are permanent hires with exceptional expertise.

The Office of Clinical Experiences has clear criteria for *school faculty* working with our candidates (Exhibit 5.4.c.1). In order to host field experiences, cooperating teachers must have one or more years teaching experience, be licensed in the field they teach and have approval from their administrator. In order to host a teacher candidate, cooperating teachers must have a minimum of three years teaching experience, be licensed in the area in which they teach and have approval of their administrator (Exhibit 5.4.b.1).

Clinical faculty or university supervisors are a mix of faculty, including adjunct faculty, tied to a specific academic department. Faculty load for student teaching is the equivalent of 3 students per credit in programs that have candidates out in the field for two consecutive semesters (2 eight-week placements), and 1.5 students per credit in programs that have one 16-week experience.

Modeling Best Professional Practices in Teaching

The faculty members in the teacher education unit are scholars with in-depth understanding of the fields in which they teach. We embrace the notion of life-long learning and have revised our conceptual framework to incorporate our commitments to excellence in teaching, accountability that improves teaching and co-learning.

A random sample of 20 syllabi were reviewed to analyze the **instructional strategies** used by faculty, finding that faculty in the unit use a wide range of strategies (Exhibit 5.4.a.2). Instructional strategies employed most often by our faculty include readings and discussions, designing activities/lessons, cooperative activities and presentations, journaling, and self-reflection. Unit faculty utilize instructional methods that are varied within each course in order to meet the specific learning objectives. In this sample, faculty employed anywhere from 2 to 10 strategies.

In addition to course content, faculty members are committed to incorporating formal and informal instruction in professional dispositions, diversity proficiencies, assessment, and use of instructional technology to enhance the learning process. The unit **dispositions** are aligned with the conceptual framework, professional standards, and unit evaluation tools and included in the transition points of programs. Dispositions tend to be systematically assessed through direct observation of candidates by faculty members in courses or clinical and field experiences and through self-assessment and reflection. **Diversity** proficiencies are also embedded in a number of courses throughout each program, and are aligned with the Minnesota Standards of Effective Practice (Exhibit 5.4.a.3-4).

The Education building is well-equipped, with all classrooms **technology** enabled. There are also three classrooms with stationary smart boards and two mobile smart boards that can be deployed anywhere in the building. The unit was the recipient of grant funding from the Morgan Family Foundation to develop an Instructional Technology Discovery Lab (ITDL), where students and faculty could learn about emerging technologies and their application to teaching and learning. There have

been numerous learning opportunities offered through the unit's Curriculum and Technology Center and the ITDL, on a wide variety of topics – from geocaching to flipping classrooms (Exhibit 5.4.g.3).

Modeling Best Professional Practices in Scholarship

The professional education faculty at SCSU are involved in scholarly activity related to teaching and learning. They generate new knowledge through research and collaboration and are committed to disseminating that knowledge to their colleagues. Given its designation as a regional, comprehensive university, much of the scholarship produced by our faculty would be considered applied research.

In examining the scholarly production of unit faculty, a sample of curriculum vitae was taken, using every fourth faculty in alphabetical order (Exhibit 5.4.d.1). In reviewing the entries from 2009 to date on the 24 resulting vitae, there were:

- 21 publications (not peer reviewed)
- 19 peer reviewed publications
- 12 books
- 4 exhibitions
- 2 book chapters or monographs
- 117 national presentations
- 71 state presentations
- 18 local presentations
- 15 international presentations

Modeling Best Professional Practices in Service

Looking at the same 24 vitae, we found faculty members had membership in 53 different professional organizations (Exhibit 5.4.e.1). Many of the professional organizations listed were included on numerous vitae, particularly organizations such as the American Educational Research Association (AERA) and the Association of Teacher Educators (ATE).

70 faculty members are currently involved in the work of the Teacher Preparation Initiative, collaborating with P-12 teachers and administrators on program reform, P-16 assessment, induction, support and professional development (Exhibit 5.4.e.3). This work has been a service to the institution and to the community. Faculty report a wide variety of other types of service, including but not limited to unit and departmental committee work, supervising student organizations, presenting at and attending unit forums, sitting on community advisory boards, grant development, developing programs to increase access to educational resources and volunteering within the community.

Evaluation of Faculty Performance

Teaching effectiveness is a primary component of the systematic process of professional development and evaluation as outlined in Article 22 of the Inter Faculty Organization (IFO) Master Agreement (Exhibit 5.4.f.1).

As the primary professionals in the teaching/learning process of the university, faculty place continuous emphasis on the development and improvement of their professional competence and productivity. Professional growth occurs in areas such as effective teaching, scholarly or creative activity, and active

involvement in the university community and professional organizations. Faculty scholarship and current knowledge of the discipline, together with a desire to improve pedagogy, are instrumental to good teaching.

The purpose of professional development is to provide for continuing improvement in teaching, in other student interactions, in the quality of scholarly activity and other service to the university and community. The purpose of evaluation is to provide faculty with information which will contribute to their professional development. The evaluation processes are intended to be supportive of a faculty member's desire for continuing professional growth and academic excellence. This process contributes to various personnel activities and supports the interest of each faculty member to achieve continuing professional growth and to pursue the highest possible level of academic excellence.¹

Faculty members who are seeking promotion or tenure are required to establish goals related to teaching and collect evidence/data on teaching effectiveness. The Professional Development Plan (PDP) is shared within the department, where colleagues are encouraged to provide written comments to assist in ongoing professional development. Written comments are also provided by the Dean. At the end of the evaluation period, faculty submit a written progress report (PDR), which provides an opportunity to reflect on their data from course evaluations and plan changes in their teaching strategies based on candidate feedback. There is a set schedule for the submission of PDP's and PDR's, established by the University president (Exhibit 5.4.f.2).

Facilitation of Professional Development

Both the institution and the unit value and encourage professional development to support faculty in their professional goals. Sabbaticals, reassignment for research or other scholarly activities and involvement in TPI working groups and focused teams are some of the avenues for ongoing professional development (Exhibit 5.4.e.2). Faculty members also receive professional development funds each year for professional and scholarly pursuits. In addition, a very active Center for Excellence in Teaching and Learning provides a wide array of learning opportunities for faculty and staff (Exhibit 5.4.g.5).

STANDARD 5: Continuous Improvement

The education unit sustains high faculty performance through a number of ongoing learning opportunities.

The **Center for Excellence in Teaching and Learning (CETL)** provides a wealth of opportunities for faculty growth and scholarship. The mission of CETL is to "foster, support and celebrate communities of scholars engaged in collaborative inquiry to achieve shared intellectual and personal growth". It was first established in spring 1995 and leadership is provided by a faculty member with reassigned time. The current CETL director is rostered in the teacher education unit.

The goals of the Center for Excellence in Teaching are to:

- teach and promote collaborative and active learning
- develop and promote teaching and learning communities
- facilitate and promote exploration and productive dialogue about faculty work including teaching, scholarship, ongoing professional and leadership development and service

¹ IFO Master Agreement, p. 77

- facilitate University-wide conversations about students' academic success, holistic student growth and achievement among academic and social support offices, academic departments, the University's colleges, and the administration
- develop and support communities of knowledgeable peers and peer tutoring across the discipline

Each year since the Center began, a specific area of need has been identified and addressed. Issues addressed reflect local and national concerns of faculty. The theme for 2013-14 was "Using a Critical Lens to Engage with Technology in Teaching and Learning" (Exhibit 5.4.g.4). CETL sponsors workshops and roundtables throughout the year, particularly during convocation week, on days designated in the calendar for professional development (faculty duty day but no classes).

One of the recent opportunities for faculty and staff is participation in Faculty and Professional Learning Communities (FLC). There will be six active FLCs in the coming academic year.

- *Anti-Racist Pedagogy Across the Curriculum (ARPAC)*, designed to develop assessment tools to analyze how faculty members who have received ARPAC training integrate anti-racist pedagogy in their courses.
- *Flipping the Classroom*, designed to revise the strategies for instruction and delivery to create an effective flipped classroom. This FLC is led by a member of the education unit.
- *Meta-Assessment*, designed to create, evaluate and support the implementation of a meta-assessment toolkit for use in academic and co-curricular programs.
- *Common Reading Program*, designed to explore the use of the 2015-16 Common Reading Program book and develop and conduct book talks and faculty development workshops for those who wish to adopt the book.
- *Social Media and Communication Technology*, designed to explore how to help students use technology to effectively and appropriately communicate with peers, professors, teaching assistants and professionals in their chosen career fields.
- *Designing Courses for Greater Student Engagement and Learning*, designed to assess courses using "integrated course design" principles to increase student engagement and learning.

Nine FLC's were available for faculty and staff in the 2013-14 academic year on the following topics: Co-Teaching, Flipping the Classroom (part 1), Backward Design, Lab Pedagogy, Collaborative Learning, LGBTQ Issues, Service Learning, Anti-Racist Pedagogy and Contemplative Practices.

In addition to the vast array of learning opportunities available through FLCs, CETL offers:

- Book Talks - providing opportunities of rich discussions and sharing of perspectives around books of interest to the campus community.
- Chairs' Wisdom Collaborative – providing opportunities for department chairs to discuss issues related to teaching, learning and their unique positions.
- Faculty Professional Development – providing new faculty workshops on the faculty professional review and evaluation process, including one-on-one mentoring with informal peer consultants.
- Technology Institutes – enhancing faculty use of technology in teaching and learning in blended, face-to-face and online settings.

Symposium Series. Generally speaking, the first Monday of the month, from 3:00 – 4:30 p.m. is a time when the School of Education comes together to share scholarly work and have in-depth conversations about national and regional trends or concerns in education. The following topics have been included in our Monday series in the past three years.

- *Can Critical Thinking Be Taught? And Why Should Educators Care?* April 2014.
- *Reflections from a Public School Board Member.* March 2014.
- *Tk20 Training for Teacher Education.* December 2013.
- *Board of Teaching Program Review.* November 2013.
- *Preparing for NCATE.* September 2013.
- *Gnosis, mindfulness and sentience: An exegetical fugue of sentience, cognitive neuroscience, and artificial intelligence.* February 2013.
- *Reading and Math Camp: Our Achievements in Central Minnesota.* December 2012
- *Using Rubrics on D2L.* November 2012.
- *Classrooms for Today's Learners.* October 2012.
- *Instructional Design Model for Higher-Order Thinking Skills in Asynchronous Online Discussions.* April 2012.
- *Options that Add Up: Quantifying Teachers' Influence on Students' College Goal-Setting.* April 2012.
- *Text Sets in the College Setting.* February 2012.
- *The Assessment, Evaluation and Programming System (AEPS).* November 2011.
- *Diversity in Higher Education.* November 2011.
- *Response Prompting and Stimulus Manipulation: Effective Procedures for Teaching Individuals with Learning Problems.* October 2011.
- *Is Your Online Life a Breeze? Reflections on the Instructional Use of Synchronous Tools for Online and Blended Courses.* September 2011.
- *A Web-Ex with Innovative Learning Assessment Technologies.* March 2011.
- *Value-Added Assessment in Education.* February 2011.
- *Mindful Procedures for Stress Reduction.* November 2010.
- *Reorganization and the College of Education.* October 2010.
- *An In-Depth Look at Reorganization.* September 2010.

Common Professional Development Day. Educational leaders in six school districts and the teacher education unit committed to a common day of shared learning, held on June 11, 2014. The featured key note speaker was Kathy Flaminio, who led participants to discover the impact of stress on both educators and students and facilitated the development of practical interventions to enhance overall well-being. In addition to the keynote, participants enjoyed two break-out sessions in the morning and two in the afternoon. Sessions covered a wide range of interests and grade levels (Exhibit 5.4.g.4).

STANDARD 5: Areas for Improvement

St. Cloud State University had no areas for improvement cited in this standard during the last review.

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.

The Teacher Education Unit (TEU) at SCSU is the administrative body charged by the President with the primary responsibility of overseeing and coordinating all teacher and school professional licensures, including both initial and advanced preparation programs. The TEU provides broad leadership and standard guidelines to ensure the delivery of high quality programs that prepare effective teachers for P-12 schools (Exhibit 6.4.a.1). The Dean of the School of Education serves as the Unit Head. Our Teacher Education Unit was reaffirmed by the Provost in June 2014, at which time a position was created to coordinate K-12 & Secondary Education, under the supervision of the Dean of the School of Education. This position will help improve communication among the secondary methods instructors and address concerns of inclusion and consistency between content and professional education faculty (Exhibits 6.4.b.4&5).

In addition to the academic units within the Teacher Education Unit, the Dean of the School of Education oversees the following support programs: Office of Clinical Experience, Student Services Office, Teacher Preparation Initiative, Confucius Institute, Co-Teaching Academy, Curriculum and Technology Center, and Office of Assessment and Accreditation. (Exhibits 6.4.b.1a-6.4.1.b.3b)

Recruitment & Admissions: The unit has an on-going recruitment program designed to attract high-quality candidates of diverse backgrounds and experiences (Exhibits 6.4.d.6). Institutional electronic publications such as catalogs, calendars and hard copy materials are regularly monitored for accuracy (Exhibits 6.4.e.1-4). The Unit maintains a rigorous admission standard to which all programs must adhere. While programs have the autonomy to require even higher admission standards to meet the expectations of their own specialized professional associations, no program is permitted to establish admission standards that are below those established by the Unit (Exhibit 6.4.d.2).

Student Services & Support: At SCSU, three levels of student support are provided on a regular and systematic basis. The first level of advice, guidance and mentoring is provided by academic departments. Every program provides academic advising for their candidates. Candidates are assigned a faculty mentor who meets with them prior to registration each semester. The second level of student support involves the Office of Student Services where academic and dispositional progress of students is closely monitored, supported and documented. The third level of student support offered at the university level includes an Academic Learning Center, Student Disability Services, Counseling and Psychological Services, and Student Health Services (Exhibit 6.4.c.1-2).

Collaboration with P-12 Practitioners:

Faculty and staff in the Teacher Education Unit regularly collaborate with colleagues across the university, P-12 personnel (teachers and administrators), and community stakeholders. Collaborative activities include: regular meetings to plan and implement improved practices P-16, co-taught courses, shared professional development, and workshops for novice teachers. Additionally, our faculty, staff and students regularly interact with P-12 personnel through field

experiences and student teaching/practicum placements locally, nationally, and globally. University supervisors, cooperating teachers, and the Office of Clinical Experience (OCE) collaborate to provide the services teacher candidates need to ensure success in the field.

Budget

The budget to support unit activities and services is derived from the main budget of the Office of Academic Affairs. In 2011-12, SCSU embarked on an institutional reorganization which resulted in the transition of the College of Education into the School of Education. The new School houses six academic departments, three support units and several initiative centers. The School also maintains leadership and oversight responsibilities for the preparation of all professional educators on campus, including those programs in other colleges and schools within the institution.

A review of the financial data among the colleges and schools within the institution indicates equity and strong support for the School of Education. In any given academic year, the School enrolls between 995 and 1,200 graduate and undergraduate students with a total 2015 classified and non-classified staffing budget of \$4,118,010 (Exhibit 6.4.f.1).

Faculty development relating to University mission: To support continuous professional development and improvement of the faculty, the MnSCU Board of Trustees and the faculty union have determined the level of financial support faculty members receive for professional development activities. Each department is allocated \$1,300 per full-time equivalent for professional study and travel. Departments employ a democratic process to determine procedures for distributing funds.

Professional Improvement funds: Each fiscal year, Academic Affairs provides funds to support the improvement of professional skills and departmental strategic missions. The funds are awarded on a competitive basis, up to \$10,000 per project. Academic Affairs establishes the procedures and criteria for awarding funds. During the 2013-2014 academic year 4 faculty members from the Teacher Education Unit were awarded a total of \$39,488 to support scholarly projects (Exhibit 6.4.f.6).

Faculty workload policy is governed by the IFO Master Agreement and includes student advising, maintaining and improving expertise in a discipline and in pedagogy, serving on departmental and university committees, contributing to student growth and development, evaluating student performance, scholarly activities, and service to university and community, as well as teaching and class preparation (Exhibit 6.4.b.8, pg. 12). The master agreement stipulates that a faculty member's teaching load does not exceed 14 undergraduate credit hours per semester or 24 undergraduate credit hours per academic year. (A 3-credit graduate course is equivalent to a 4-credit undergraduate course.) The maximum clinical supervision load is 18. At the graduate level, supervision policies are defined by professional organizations, such as CACREP. Faculty members are engaged in field experience and student teaching supervision, but rarely reach the maximum load as they are also engaged in other teaching duties. Part-time clinical faculty are valued for their expertise and strong contributions to our programs. Department chairs and the OCE work closely with part-time faculty to ensure program consistency.

Through internal and external grant opportunities, faculty are awarded reassigned time to initiate projects and/or to conduct research. In addition, the School supports a work climate that promotes intellectual vitality, best teaching practice and scholarship, by providing faculty reassigned time and sabbatical leave. During the regular academic year, several faculty members are awarded reassigned time for various purposes ranging from assessment data collection activities to community service activities involving support for our partnership P-12 schools.

Unit Facilities

The Education Building is approximately 89,310 square feet, housing classrooms, offices and conference spaces. There are a total of 22 classrooms occupying 21,132 square feet of space. An additional 5,882 square feet of space is occupied by the three support units, two general access computer labs, the Curriculum and Technology Center (CTC), Instructional Technology Discovery Lab (ITDL), MTLE Center, and English Tutoring Center. The instructional spaces are being continuously upgraded for improved instructional environment and to facilitate student collaboration.

Unit Resources

Within the Education Building, the CTC and ITDL are designed to meet the needs of education students. The CTC provides print materials, web-based resources and technology for use in both classroom and practicum settings. Collection acquisition reflects the curricula being used in Minnesota P-12 classrooms and includes teaching materials, literature and professional development materials. The ITDL facilitates creative exploration of ways to infuse technology into teaching and learning.

In addition, Learning Resources Services provides the campus community with the scholarly resources that advance intellectual discovery and academic success. The library, built in 2000, hosts comfortable, student-focused learning and study spaces as well as state of the art technology. Librarians staff the reference desk 60 hours per week, providing course-specific sessions, and one-on-one research consultation to students and faculty. The recently implemented Ebsco Discovery Service allows students to research across media available at the SCSU Library or throughout a statewide consortium via automated interlibrary loan. Our library collection includes more than 732,333 books, 185,712 federal and state documents, 160,080 units of microfilm, 3,175 maps and 26,777 nonprint items. In addition to hundreds of periodicals maintained in print, users have electronic access to thousands of journal titles in all subject areas. The institutional repository hosts a diverse collection of scholarly and creative content produced by faculty, students, and staff.

The Information Technology Services Division provides campus-wide computing support, networking services, email services/support, the technology Help Desk, the Computer Store, instructional television and video conferencing operations, installation and support for electronic classrooms, maintenance and operation of 700 computers in the library and general access computer labs across campus. Personnel support a complex campus telecommunications infrastructure for more than 26,000 user accounts utilizing nearly 1.5 terabytes of storage space.

STANDARD 6: Continuous Improvement

The Teacher Education Unit has engaged in a number of activities and changes based on data that have led to continuous improvement in facilities, resources and governance.

Governance. Based on the research and recommendations of faculty engaged in the work of Teacher Preparation Initiative, three major changes have been implemented in our structure and governance.

- The **Teacher Education Unit (TEU)** was recently reaffirmed by the Provost and Vice President for Academic Affairs. This reaffirmation serves to clarify the interdisciplinary nature of educator preparation at SCSU and make space for a Coordinator of K-12 and Secondary Education to embody our efforts to strengthen relationships between education and content faculty (Exhibit 6.4.b.4).
- The **Teacher Education Advisory Council (TEAC)** was developed to deliberate on all matters relating to teacher education including integration of P-12 representation in decision making, review of curriculum proposals related to teacher education and developing recommendations regarding revisions to the conceptual framework (Exhibit 6.4.b.6). TEAC membership includes education unit faculty and staff, teacher candidates and P-12 educators.
- The **Executive Teacher Education Advisory Council (ETEC)**, reviews recommendations from TEAC, seeks and provides appropriate resources to support teacher education at SCSU and provides support for initiatives to transform teacher education programs (Exhibit 6.4.b.7). ETEC membership includes the deans of all colleges and schools involved in the preparation of education professionals and three area superintendents.

Recruitment & Admissions. Unit admission criteria were modified during in 2013, to reflect changes based on concerns about the ability of candidates in our programs to successfully complete all requirements for professional licensure. The required cumulative grade point average for admission to teacher education was raised from 2.5 to 2.75 and candidates were required to attain a minimum score on the Minnesota Teacher Licensure Basic Skills tests (Exhibit 6.4.d.4). (New legislation has since been passed that is pending clarification for implementation. The admission criteria for our teacher education programs will be modified again, if necessary, based on the new legislation; Exhibit 6.4.d.5). In addition, the Recruit Working Group has developed a comprehensive recommendation for the recruitment of underrepresented persons in education programs (Exhibit 6.4.d.1). This group also developed an ad that ran in Seventeen Magazine (Exhibit 6.4.e.7).

Student Services and Support. The institutional restructuring and reorganization that SCSU went through in 2011 allowed the School of Education to reconsider priorities and needs. As a result of that exercise and in an effort to put greater emphasis on our services to students, a full-time Student Relations Coordinator position was created. In addition to monitoring candidate progress, providing academic, social and emotional support and overseeing recruiting and orientation activities, the Student Relations Coordinator handles all student complaints and concerns in accordance with institutional policy and procedure (Exhibit 6.4.c.1&3). The Student Relations Coordinator works closely with other Student Relations Coordinators on campus and serves as the School's representative to numerous campus-wide committees, including the Behavior Intervention Team, Academic Intervention Team, Advisor's Council and Transfer Workgroup of the Steering Committee for Student Success.

Professional Improvement. In addition to the contractual ways in which the professional development needs of faculty and staff are met, the Teacher Preparation Initiative has created a means by which to provide equity in compensating university and P-12 faculty and staff for their participation in teacher education reform efforts. TPI Development Funds are “earned” through active participation in working groups, advisory groups or consulting groups and may be used to support professional development activities (Exhibit 6.4.f.2).

Facilities. In 2008, one of our alumae, Vera Russell, gifted the School of Education with property valued at over \$1 million. Her gift funded renovation of the Curriculum and Technology Center, several classrooms and established the Vera Russell Art Gallery in the School of Education (Exhibit 6.4.f.3). The renovations in the Curriculum and Technology Center have resulted in a pleasant, relaxing environment in which education students can study, find teaching materials, get assistance from graduate assistants and explore children’s literature selections (Exhibit 6.4.f.4). The renovations to classroom spaces include a literacy classroom, science methods classroom and special education classroom. The art Gallery is a collaborative project with the St. Cloud School District and features artwork from P-12 students throughout the building (Exhibit 6.4.f.5).

Resources. With the legislative action in 2010 that changed licensure requirements in our state from the Praxis examinations to Minnesota Teacher Licensure Examinations (MTLE), our Praxis Center also needed updating. New reference materials were purchased for students to check out in preparation for their examinations. In addition, vouchers were purchased to provide our students with access to online resources. Additional resources were devoted to providing remediation in the form of individual and group tutoring and workshops, for students struggling to pass the new basic skills examinations.

STANDARD 6: Areas for Improvement

St. Cloud State University had no areas for improvement cited in this standard during the last review.