

**Minnesota State University Moorhead
Teacher Education Programs
Institutional Report for the Board of Teaching
2015**

8700.7600

Subpart 5.A. **IN PROFESSIONAL AND PEDAGOGICAL STUDIES**

A(1) The institution has high quality professional education programs that are cohesive, comprehensive, and based on research, theory, and accepted practice.

MSUM is approved by the MN Board of Teaching to offer 27 licensure programs. Eight of these programs are at the graduate level and 19 at the undergraduate level. Additionally, two endorsements have BOT approval (i.e., Communication Arts and Literature Middle Level and Math Middle Level). All programs are entered into EPPAS and were renewed in 2014. Course [Syllabi](#) identify all standards addressed within each course and provide evidence of course development based on research, theory and accepted practice.

Teacher education candidates complete liberal studies requirements with some restrictive electives. Completion of the requirements for the Standards of Effective Practice within liberal studies coursework includes AMCS 233, Education and Multicultural America (Goal Area 7) and CMST 100 Oral Communication (Goal Area 1A). Other Standards of Effective Practice standards are addressed in foundations coursework with some in content area methods courses.

Content standards are addressed in the licensure specific coursework. The requirements that define each licensure program are published on the MSUM website and the Teacher Education Accreditation/Self-Study site provides [links](#) to program description/requirements for each program. All licensure programs at the undergraduate level lead to a Bachelor of Science Degree.

A(2)The institution requires that candidates in teacher preparation programs complete a professional sequence of courses based on the components under part 8710.2000.

All undergraduate program candidates take a common set of foundations courses.

- [AMCS 233](#) Education and Multicultural America, 3 credits
- [CMST 100](#) Speech Communication, 3 credits
- [ED 205](#) Introduction to Education, 3 credits
- [ED 294](#) Educational Psychology, 3 credits
- [ED 310](#) Social Foundations of Education, 3 credits

- [SpEd 225](#) Individuals with Exceptionalities, 3 credits

As mentioned, AMCS 233 and CMST 100 are taken within the liberal studies requirements. A developmental sequence is evident within the sequence of some foundations requirements. ED 205 is the first education course taken by candidates and ED 205 and ED 294 are prerequisites to ED 310. The Standards of Effective Practice provide the framework to all foundations coursework.

A(3) Assessment and evaluation are integral components of the professional education sequence and are used to monitor teacher candidate performance and program effectiveness.

A Signature Assignment is identified for ED 294, ED 310 and SpEd 225. Data are recorded for these signature assignments within the teacher education data management system (DIARY) by course instructors each semester and disseminated in yearly data summary reports. All data are reviewed by teacher education faculty at a Fall Faculty Retreat and used to identify continual improvement goals.

Additionally, course grades earned in ED 205, ED 294 and SpEd 225 are evaluated within the Selective Admittance and Retention in Teacher Education ([SARTE](#)) process and used to determine admission to teacher education.

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Subpart 5.B. IN GENERAL AND CONTENT STUDIES

B(1) The institution provides and requires candidates in teacher preparation programs to complete a program of general studies in the liberal arts and sciences equivalent to the requirement for persons enrolled in programs not preparing persons for teacher licensure.

All MSUM candidates are required to complete 44 credits across ten goal areas within the Liberal Arts and Sciences Curriculum (LASC):

- Goal Area 1A Oral Communication
- Goal Area 1B Written Communication
- Goal Area 2 Critical Thinking
- Goal Area 3 Natural Sciences
- Goal Area 4 Mathematics/Logical Reasoning
- Goal Area 5 History and the Social and Behavioral Sciences
- Goal Area 6 The Humanities and Fine Arts
- Goal Area 7 Human Diversity
- Goal Area 8 Global Perspective
- Goal Area 9 Ethical and Civic Responsibility
- Goal Area 10 People and the Environment

An [extensive array of courses](#) allows students to “develop knowledge, talent and skills for a lifetime of learning, service and citizenship.” As previously mentioned, all education majors are required to take AMCS 233 (Goal area 7) and COMM 100 (Goal Area 1A).

B(2) The institution provides programs that require candidates in teacher preparation programs to attain academic competence in the content that they plan to teach.

All data related to candidate performance are stored on the Teacher Education [Accreditation/Self Study website](#). The [Key Assessment & Data](#) link on this site reports all programmatic data. Several measures demonstrate that candidates know the content they plan to teach and are capable of explaining important principles and concepts identified in professional standards. Relevant subareas from the [Cooperating Teacher Final Evaluation](#) (CTFE) show mean performance at 3.41 and 3.15 (scale 1-4). Mean performance after the first year of teaching was 3.63 (scale 1-4) on relevant items of the [Supervisor Survey](#). Data from Planning to Teach Content, [edTPA](#), indicate mean performance of 2.24 (scale 1-3). Additionally, in 2012-13, MSUM initial licensure candidates passed the [MN Teacher Licensure Examination](#) (MTLE) at an overall rate of 88%. Graduate licensure candidates demonstrate in-depth knowledge of content as demonstrated by [Signature Assignments](#) and selected course grades. [Work Samples](#) that represent varying levels of performance are also provided on the Teacher Education Accreditation/Self Study Syllabus page.
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B(3) The liberal arts curriculum of the institution incorporates multicultural and global perspectives.

The MSUM Liberal Arts and Science Curriculum require 44 credits of course completion across 10 goal areas. [Goal Area 7](#)--Human Diversity has forty-four approved course offerings.

B(4) Teacher candidates can integrate general, content, professional, and pedagogical studies, as measured by teacher performance, and performance of the students they teach.

MSUM teacher education candidates demonstrate ability to make critical connections between content and content-specific pedagogy. [2013-2014 MTLE Pedagogy](#) scores were 100%, 96%, and 98.5% for Early Childhood, Elementary, and Secondary respectively. [edTPA](#) data support this finding with candidates obtaining a mean score of 2.13 on Subject Matter Pedagogy (scale 1-3). Finally, supervisors rated first year teachers with a mean of 3.63 (scale 1-4) on items related to subject matter pedagogy. ([Supervisor Survey](#))

Data from the [Cooperating Teacher Final Evaluation](#) indicate that MSUM teacher education candidates demonstrate the ability to apply pedagogical knowledge and skills as well as the ability to facilitate student learning of the content. Aggregate scores from this data source indicate performance on Planning Instruction showing a mean of 3.27, Instructional Practices a mean of 3.36 and Assessment a mean of 3.21 (scale 1-4). [Supervisor's](#) data for first year teachers showed a mean score of 3.21 (scale 1-4) on Instructional Practice. The [Key Assessment and Data](#) page on the Teacher Education Accreditation/Self Study website provides a repository for data gathered from Key Assessments utilized to monitor initial and graduate licensure programs.

The edTPA provides evidence of candidates' assessment and analysis of P-12 student learning. edTPA Planning Commentary 1a. requires candidates to identify "prior academic learning and prerequisite skills related to the central focus—What do student know, what can they do and what are they learning to do?" edTPA Planning Commentary 3 requires candidates to identify how they will support student learning. Planning Commentary 3.b requires candidates to describe and justify why their instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs. Candidates are required to analyze Student Learning, by a) identifying the specific standards/objectives measured by the assessment chose for analysis, and b) providing the evaluation criteria used to analyze student learning. Within Assessment Task 4.a, candidates are required to reflect on how Assessment was used to inform instruction and Assessment Task 4.b requires reflection on how Assessment was used to Inform Instruction including next steps and supporting explanations with principles from research and/or theory. Responses to these edTPA commentary requirements for four teacher education candidates (elementary, early childhood, secondary, special education) provide [examples](#) of MSUM candidates' performance as well as reflection on student performance.

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Subpart 5.C. IN PROVIDING CLINICAL AND FIELD EXPERIENCES

C(1) The teacher licensure programs incorporate a broad range of ongoing clinical and field experiences that provide candidates opportunities to demonstrate the required skills and knowledge under part 8710.2000.

Candidates' initial experience in the teacher education program occurs in ED 205 where candidates spend 40 hours in school settings. When enrolled in ED 310, candidates complete a 12-hour field experience with "at-risk" students at Horizon Middle School, Red River Area Learning Center, Churches United for the Homeless, and the West Regional Juvenile Center. All Secondary and K-12 candidates experience two additional field experiences. While enrolled in ED 398, Field Experience in Secondary Education, candidates complete 60 hours in the field within their specific area of study. Opportunities for collaborative activities occur in

a seminar that meets on campus as part of the course requirements. While enrolled in ED 448, Reading and Study Skills in the Content Area, candidates are assigned to a middle school or high school student to provide a tutoring experience on a weekly basis with opportunities for discussion and reflection provided within course time.

Elementary and Early Childhood candidates experience the embedded practicum model for early field experiences. The embedded model reflects a “learn, apply, reflect and revise” cycle to encourage deeper, more practical understanding of the art and science of teaching and learning. Teacher candidates are placed in pairs in a classroom for practicum experiences and a cohort group is placed at each partner building. While in the field, teacher candidates complete course assignments aligned to standards. These assignments are designed to help teacher candidates engage in classroom routines as well as instructional planning, instructional delivery and assessment of learning. The embedded practicum offers increased communication and support for MSUM candidates and cooperating teachers through university liaisons.

On the Teacher Education Accreditation/Self Study page three documents provide detailed description of field components of various licensure programs: 1) [Exhibit VI Elementary Inclusive Education Field Experience](#); 2) [Exhibit VI Special Education Field Experiences](#), and 3) [Exhibit VI Advanced Field Experiences](#).

Additionally, [New Exhibit 3.4.b Description of Field Experience](#) provides summary across all initial licensure programs.

C(2) Candidates have experiences with diverse populations, students with disabilities, and students of different ages under the direction of teacher education faculty in collaboration with school partners.

To assure all candidates have experiences with diverse populations, tracking is done through the DIARY system. Each placement coordinator checks DIARY to find where each teacher candidate has been placed previously. Careful consideration is made to ensure that every candidate has a variety of diverse experiences.

During student teaching all candidates complete the edTPA, which requires candidates to select 3 student work samples to illustrate their analysis of patterns of learning within, and across learners. At least 1 of the samples must be from a student with a specific learning need. Additionally, many of the Elementary Inclusive Education majors pursue the dual licensure option of elementary and ABS licenses. A dual licensure program for Secondary/K-12 licensure candidates, to also add this special education license will begin Fall 2015. Both of these elementary and secondary options include early field experiences that include working with learners with disabilities.

During student teaching a reflective journal supports communication of experiences with the university supervisor. At midterm, the candidate, university supervisor,

and cooperating teacher meet to assess the candidate's performance and set goals for the remaining experience. Cooperating teachers and university supervisors observe and give feedback to candidates throughout each of the early and ongoing field experiences. University supervisors of student teaching experiences are required to formally observe and give feedback at least four times. The Student Teaching Handbook, Cooperating Teacher Handbook and University Supervisor Handbook provide guidelines for MSUM student teachers and supervisors. These three handbooks are merged into one document in [Exhibit 3.4.d.e](#). Required activities are noted to include: journals, lesson/unit plans, edTPA, expectations for collaboration, working with families and professional learning communities.

MSUM has collaborated with partners in designing, implementing and evaluating curriculum and field experiences assuring alignment with the conceptual framework. The field experience office has ongoing collaborations with school partners in the design and implementation of field components (See [Exhibit 3.4.a](#)).

C(3) Candidates work in the field and at the licensure level for which they are to be recommended for licensure.

MSUM ensures that teacher candidates participate in field experiences across the scope of the teaching license. This is accomplished by early and ongoing field experience requirements as well as tracking within DIARY, the teacher education data management system. Three exhibits present field experience for elementary, special education and secondary/K-12 licensure programs. [Exhibit VI Elementary Education Field Experience](#), [Exhibit VI Special Education Field Experience](#), [Exhibit 3.4.b Description of Field Experiences](#).

C(4) Each program is developed and implemented through collaborative school partnerships in which university faculty and school personnel share responsibility for planning, supervising, evaluating, and implementing the curriculum for candidates.

MSUM collaborates with local universities and with school partners in designing field experience components of programs. Valley Partnership is a Bush Grant Initiative involving North Dakota State University (NDSU), Valley City State University (VCSU) and MSUM. Based on feedback from school partners, Valley Partnership developed a common evaluation form as the three universities place teacher candidates in many of the same schools. The Field Experience Directors of each institution held several meetings with area teachers and administrators to seek answers to three primary questions (i.e., What do teacher candidates need to know and be able to do at each field experience leading up to student teaching? What do teacher candidates need to know and be able to do during student teaching? What do new teachers need to know and be able to do the first year of teaching?) Guided by data from these meetings as well InTASC standards, a draft evaluation form was developed, reviewed by respective teacher education faculty and school partners

and aligned to each institution's conceptual framework. [Exhibit 3.4.a](#) provides examples of feedback received for P-12 partners.

Student teaching contracts between the university and school partners communicate expectations for shared expertise and resources to support student learning ([Exhibit 3.4.a](#)). Responsibilities for university supervisors are delineated in the University Supervisor Handbook and the Cooperating Teacher Handbook ([Exhibit 3.4.d.e](#)).

Collaboration with other universities and school partners also occurs within the field experience placement process. MSUM, NDSU, VCSU, and Concordia College place teacher candidates in many of the same schools. Rather than competing with one another, a collaborative system has been developed. Twice each year, surveys are sent to principals of schools with the principal for dissemination among qualified teachers. The survey gathers information from interested teachers (e.g., content area, grade level, number of years of teaching). The collected data populate a database and the list is sent to each respective principal for final approval. The Placement Directors from each institution then meet to select placements from the database. The MSUM Placement Director consults with content area faculty to assure that each teacher candidate is matched to a compatible cooperating teacher. A list of potential placements is then sent to each principal for further approval. Placements are then sent out to teachers for acceptance.

Collaboration also occurs with school partners on professional development activities. An annual [New Teacher Academy](#) brings area teachers, administrators, and unit faculty together to plan and carry out a 2-day workshop focused on helping new teachers prepare for the first year of teaching. Additionally, joint professional development opportunities have focused on assessment, instructional coaching, differentiating instruction, co-teaching and racism.

Each licensure program has a content area advisory group ([Exhibit III](#)) who they meet with to review curriculum, data and to set goals for continual improvement. Additionally, the Dean of the College of Education and Human Services hosts a [Dean's Advisory Council](#) comprised of administrators of local schools. Meetings are held four times a year and provide an opportunity for sharing information as well as sharing invites to upcoming professional development opportunities offered by schools and/or the university.

C(5) School personnel hold valid Minnesota continuing licenses, or the equivalent, in the fields of specialization, and model good professional practice.

[New Exhibit 5.4.b](#) presents qualifications of clinical faculty who serve as cooperating teachers.

D(1) The institution recruits, admits, and retains candidates who demonstrate potential for professional success in schools.

Faculty have engaged in ongoing efforts beyond current university recruitment efforts to recruit high quality teacher candidates. This work has again been supported by the Bush Foundation grant as increasing the diversity of teacher candidates within all teacher education programs was an area targeted in the grant proposal. Efforts have included activities such as participating in Expanding Your Horizons. This event is attended by female middle school students of diverse backgrounds including those who may be first generation college students. Topics have addressed careers in education and specifically pathways to degrees in education at MSUM.

Faculty have also partnered with a middle school in the community and collaborated with one of the counselors to develop a Future Teachers Club, Teachers on the Horizon. All students in grades 6 and 7 interested in teaching have been encouraged to participate. This club is led by faculty members. The goal of this club is to inform future teachers, engage them in meaningful activities in the community, and expose them to higher education environments and opportunities for leadership. This work was also a result of the Bush Foundation grant. Evidence of recruitment can be found on the [Teachers2Be](#) website.

D(2) Multiple criteria and assessments are used to identify candidates for admission who have potential to become successful teachers.

The Selective Admittance and Retention in Teacher Education ([SARTE](#)) is the process used for admitting students to teacher education. Multiple criteria and assessments are used in the admission process. A point system is used for each requirement. The SARTE applications found on the SARTE website provide detail on the point system. For example the following points are assigned to the Cumulative GPA requirement:

- 3.4 and above=4 points
- 3.39-3.0=3 points
- 2.99-2.90=2 points
- 2.89-2.8=1 point

A cumulative GPA of 2.8 is required for Elementary, Early Childhood and Special Education while the Secondary/K-12 requirement is 2.5.

Other criteria used in the admission process include:

- Course grade in ED 294 Educational Psychology
- Course grade in SpEd 225 Individuals with Exceptionalities
- Course grade in ED 205 Introduction to Education
- Any dispositions concerns as noted by instructors in DIARY
- Dispositions assessment from ED 205
- MTLE Basic skills scores/ACT Plus Writing Scores/SAT Scores
- Personal Initiative

Scoring Criteria:

23 or more points = Full admittance into Teacher Education

20-22 points = No admittance into Teacher Education, but an automatic appeal will go to the T-Care Team. You will be invited to attend a meeting to discuss your application.

Below 20 points = No admittance into Teacher Education. You have the right to appeal to the T-Care Team if you wish.

D(3) The institution has clearly stated and applied assessment procedures for the admission of transfer, nontraditional, and post-baccalaureate candidates into undergraduate and graduate teacher preparation programs.

TRANSFER STUDENTS

Meet One of Two Requirements:

- Completed a minimum of 24 semester or 36 quarter credits at a regionally accredited college or university with a cumulative 2.0 GPA.
- For students with fewer than 24 semester or 36 quarter credits at the time of application, the above requirements for incoming freshmen must be met.

NOTE: If you do not meet these admission requirements, your application will be reviewed on an individual basis.

GRADUATE PROGRAMS

Special Education Graduate Licensure Candidates

- Official transcripts from all colleges and universities attended
- Baccalaureate degree from an accredited institution; no specific major required
- Undergraduate GPA of 2.75
- Copy of Minnesota Teaching License

TESL Certificate (leads to meeting licensure requirements)

- Official transcripts from all colleges and universities attended
- Baccalaureate degree from an accredited institution; no specific major required
- Undergraduate GPA of 3.0 for full admission; 2.75 for provisional admission

Master's Degree in Curriculum and Instruction (literacy emphasis leads to Reading license)

- Official transcripts from all colleges and universities attended
- Baccalaureate degree from an accredited institution; no specific major required
- Undergraduate cumulative GPA of 3.0 or at least 3.25 for the last 30 semester credits
- Essay
- Minimum of 1 year documented teaching experience or comparable human service experience

Master's Degree in Special Education (admission may lead to SpEd license)

- Official transcripts from all colleges and universities attended
- Baccalaureate degree from an accredited institution; no specific major required
- Undergraduate cumulative GPA of 3.0 or at least 3.25 for the last 30 semester credits
- Essay
- Two recommendations; school administrator, former employer, or professor
- Copy of Minnesota Teaching License

Master's Degree in TESL (admission may lead to TESL license)

- Official transcripts from all colleges and universities attended
- Baccalaureate degree from an accredited institution; no specific major required
- Undergraduate cumulative GPA of 3.0 for full admission; 2.75 GPA for provisional admission
- Study of second foreign language- completed either before or after admission to program

D(4) The institution actively recruits and has plans, policies, and practices for admission and retention of a diverse candidate population.

In an effort to increase candidate diversity, faculty examined the literature on how to recruit diverse candidates into the teacher preparation program. One faculty member has published a book chapter titled *Minority Students in Teacher Education: Diversifying America's K-12 Teaching Force*. Faculty have also focused on recruiting candidates internally by working with potential candidates who identify as

members of diverse groups. The Office of Diversity and Inclusion hosts an event each fall for students who meet academic and demographic criteria and unit faculty attended this event, inviting potential candidates to consider a career in education. Faculty also attend university recruitment events and state recruitment events, engaging with potential candidates and their families. Print materials have been developed and shared communicating the need for teachers who understand and embrace diversity in the classroom. The School of Teaching and Learning web pages contain information, images, and context addressing diversity in today's classrooms (see [Exhibit 4.4.h](#) for web links). Candidate demographics are identified in [Exhibit 4.4.e](#).

The campus of Minnesota State University Moorhead offers a plethora of opportunities for all students. While the Office of Diversity and Inclusion offers many resources and engaging events, other student groups are active as well including the American Indian Center, the Rainbow Dragon Center, and the Women's Center. In addition, there are over 110 recognized student clubs on campus, many celebrating diversity.

Despite enhanced efforts to increase the number of candidates from diverse groups, the unit recognizes there is still more work to be done. This is also a concern across the state of Minnesota. Collaborative work groups have been formed through Bush Foundation work to collectively explore ways to attract students of diversity to the profession of teaching.

D(5) The institution assesses and, if appropriate, gives credit to candidates for knowledge and skills acquired through prior academic preparation and teaching experiences that meet licensure requirements.

Barb Worman, one of our academic advisors does preliminary transcript reviews for transfer students and she gives a list of possible substitution courses to the students' advisors. Then the advisors work with their advisees and fill out the course substitution memo if the course students bring in is indeed equivalent. If the course is one that is taught in the School of Teaching and Learning (STL), the course substitution memo is signed by the advisor first and then the Chair. Then it is sent to Records to have the substitution reflected in the student's DARS. If the course(s) is taught outside STL, students are asked to bring their syllabus from their previous institution to the respective subject matter department for substitution approval and if approved, the student brings the memo to STL Chair for signature. Then the memo is sent to Records. Prior experiences are usually determined by program faculty (usually collectively) on a case-by-case basis, but this does not happen often. For graduate licensure candidates, the graduate licensure coordinators evaluate prior academic preparation of the candidate.

E(1) The institution provides appropriate academic and professional advisement at a candidate's admission and throughout the candidate's professional education.

Upon admission into the Teacher Education Program (i.e., Elementary Inclusive Education, Early Childhood Education, or Secondary Education) candidates are assigned a program advisor in their licensure area who meets with the candidate at least once a semester. The program advisor and the candidate use the [Degree Audit Reporting System \(DARS\)](#) to monitor the successful completion of program requirements. The DARS is a database program administered by the Records Office that requires students to declare the major(s) that is (are) being pursued as well as any additional minor(s), or areas of emphasis. The DARS generates the list of program requirements along an indication of requirements that have been fulfilled at a given semester. This report also lists the candidate's year of admission, GPA in the Major and Liberal Studies as well as cumulative GPA, and it also identifies passing (P) or retake (R) information about licensing examinations that are required for admission into the Teacher Education Program. Additionally, each academic advisor maintains a file. During advising, candidates may be referred to other services available on campus including the [Academic Support Center](#), [Career Development Center](#), [Campus CARE Team](#), [Hendrix Clinic and Counseling Center](#), [Office of Diversity and Inclusion](#), and [Disability Services](#). Candidates in the Twin Cities program as well as in graduate programs are advised by program coordinators. A comprehensive list of MSUM Resources and Services can be reviewed in the [Bulletin](#). Upon admission, freshman and incoming transfer candidates are advised by Coleen Roller and Barb Worman.

E(2) The institution maintains specific criteria for admission and retention, and defined student appeals process.

In the Fall of 2013, the Unit approved new criteria for the Selective Admission and Retention in Teacher Education ([SARTE](#)). Currently, the SARTE process has been adjusted to accommodate ACT/SAT as an alternative assessment for the Basic Skills MN Teacher Licensure Examination (MTLE). The [SARTE site](#) provides current and detailed information about admission and retention. The site includes the applications for EIE/EC, SpEd Twin Cities, and Secondary/K-12.

The Unit has three different academic appeal processes in place:

I. Initial Licensure Candidates

1. Candidates are encouraged to raise their concern with the individual (course instructor or peer) to seek resolution.

2. If this does not provide resolution, the candidate may request a meeting with the Chair of the School of Teaching and Learning. If the concern is related to a field experience, the candidate requests a meeting with the Director and/or Assistant Director of Field Experiences. The Chair, Director, or Assistant Director takes notes about the situation and offer solutions or next steps. If appropriate, they bring the candidate's concerns to the Dean of the College of Education and Human Services.
3. Concerns are documented either with the Chair, Director, or Assistant Director depending on the circumstances, and are filed in hard copy. When appropriate (for example, in the case of multiple student complaints about an instructor), the documentation is passed on to the Dean, so she/he can build on that information.
4. Resolution is documented in a variety of ways: via emails to candidates; verbal reporting of action taken; and rarely by formal action taken in the Dean's Office.

II. Candidates in Field Experience

1. Candidates are encouraged to raise their concern with the university supervisor to seek resolution.
2. If this does not provide resolution, the candidate may request a meeting with the Director and/or Assistant Director of Field Experiences.
3. Possible solutions will be discussed at the meeting. If a solution cannot be agreed upon, a new university supervisor will be assigned to the teacher candidate.
4. Concerns will be documented with the Field Experiences Office.

III. Candidates in Advanced Programs

Students who file complaints regarding a course, instructor, or some aspect of programming are always responded to in written fashion. When the Dean of Education and Human Services receives a complaint, the dean responds to the student to acknowledge the complaint. After acknowledging the complaint, the dean follows the most prudent course of action to resolve the complaint. A record of all complaints and the dean's resolution of the complaints are kept in a folder in the dean's office. The complaints and resolutions are available for viewing by those who would have appropriate authority and/or access to them. It is pertinent to indicate that the Dean of CEHS currently also oversees Graduate Studies. This responsibility, however, will finalize at the end of the 2014-2015 academic year when a Director of Graduate Studies will be appointed.

E(3) The institution maintains complete, accurate, and current records of candidates in teaching preparation programs.

The Degree Audit Reporting System (DARS) that is used to monitor the successful progress of a candidate through his/her education. Additionally chronological and

subject transcripts are available. Minnesota State University Moorhead utilizes the MAP-Works system, which is a web-enabled, comprehensive, integrated, student retention and success platform. MAP-Works supports faculty in the early identification of at-risk students providing a permanent record about term outcomes such as GPA, attendance, dispositions/academic behavior, persistence, credits earned and social/emotional issues that could have an impact on academic success.

The Data Input And Reporting RepositorY ([DIARY](#)) is an online database system and it is used primarily to process candidates' evaluations for practicum experiences and for student teaching. DIARY also contains information on faculty's concerns about candidates as well as their history of placements for all practicum experiences in their program (e.g., ED 205, ED 310). Data on Signature Assignments are now also recorded by course instructors in DIARY.

E(4) The institution uses authentic performance-based assessments and systematic procedures and timelines to determine whether candidates have the knowledge and skills needed to advance through the program.

Previously the Unit maintained a Unit Assessment Committee primarily comprised of faculty from the School of Teaching & Learning. In 2014 this assessment committee was expanded to become a university committee ([Assessment Committee](#)) that now includes representative membership from all Colleges that host teacher preparation licensure programs as well as representation from advanced programming. Recognizing the importance of P-12 partners in defining our assessment system we are in the process of identifying and inviting three principals to have an advisory role to the assessment committee. The mission of this committee is to "create a culture of continuous improvement of initial and advanced teacher preparation programs through ongoing collection and analysis of candidate performance data." The Teacher Education [Assessment System](#) (TEAS) Co-chairs coordinate the operations of the TEAS, which include collecting/summarizing Key Assessments data twice a year and disseminating the data reports to licensure program coordinators once a year. The [Faculty Fall Retreat](#) is a 3-hour event that occurs at the beginning of the Fall semester and it is the venue utilized for data review, programmatic discussions as they align to performance data as well as programmatic goal setting that results from faculty discussions.

The [TEAS Model](#) describes the chronological sequence of data gathering by Key Assessment across candidates' academic program as well as indicates the type of data gathered (e.g., mean scores) and the standards that are associated to each Key Assessment. For Initial Licensure, the TEAS begins, on page 2, with the description of the Key Assessments that collect data during candidates' Phase I – Beginning of Program (i.e., Signature Assignment # 1). It proceeds from there with Phase II – Middle of the Program, Phase III – Completion of Program, and Phase IV – Post-Completion of Program. For Advanced Licensure Programs the TEAS currently contains only 3 phases. The fourth phase is under development. Within TEAS Phase

III, the Cooperating Teacher Final Evaluation and the edTPA both assess candidate's performance within field settings.

The TEAS is a comprehensive model that collects knowledge and skills performance data from different sources (e.g., Cooperating Teacher, Supervisor, course instructor) allowing for the triangulation of observations thus aiming at an increased validity of the results. The TEAS is also ongoing as data collection takes place three times a year (i.e., Fall, Spring, Summer) and it is outcomes oriented as one critical goal relates to the periodical review of data with the purpose of identifying areas in need of improvement as well as the prescription of interventions. The TEAS is rigorous; the TEAS co-chairs ensure data collection from all education majors, which can become a challenge when data are collected from courses when non-education majors are enrolled (e.g., SPED 225, CHEM 150L). The Key Assessments utilized have undergone initial inter-metric reliability studies to ensure once again the validity of the obtained results and the new TEAS procedures require that no Key Assessments be changed without proper consultation of the TEAS Committee. Finally, the TEAS is continuously evolving on accreditation requirements and self-study input. For example, in transitioning to the CAEP standards the TEAS Committee will initiate a phase of examining how the assessment system will be adapted to focus more on in-service data to assure that MSUM Teacher Education Programs are moving forward in meeting CAEP standards.

E(5) Criteria consistent with part 8710.2000 are used to determine candidate progress through each program.

Rule 8710.2000 describes the Standards of Effective Practice (SEP) for Teachers along subparts related to subject matter (St.1), student learning (St.2), diverse learners (St.3), instructional strategies (St.4), learning environment (St.5), communication (St.6), planning instruction (St.7), assessment (St.8), reflection and professional development (St.9), and collaboration, ethics, and relationships (St.10). The 6 Key Assessments that the Teacher Education Assessment System (TEAS) utilizes to determine adequate candidates' performance throughout the course of their academic program have been aligned to the SEP standards. This alignment can be found beginning on page 8.

A detailed description of the Teacher Education Programs' retention system can be found in the SARTE site. Retention Point I for EC and EIE occurs after Embed I and for Secondary after taking ED 310. Retention Point II for all majors occurs when applying for student teaching.

E(6) The institution requires that candidates successfully complete all Board of Teaching licensure assessments before recommending a candidate for teacher licensure.

For initial licensure: During student teaching candidates complete the MSUM

[Curriculum Worksheet](#) and submit this to their advisor. Before signing the form, the advisor reviews the DARS report to assure all program requirements have been met. This form is then sent to Bonnie Thompson, MSUM Licensure Officer. Ms. Thompson checks the candidate's records to assure that MTLE Basic Skills tests or ACT Plus Writing meet passing requirements along with the MTLE Content and Pedagogy tests. After the candidate has completed the online licensure application with MDE, Ms. Thompson forwards all documentation (e.g., fingerprint card, curriculum worksheet, course exception form, transcript) to MDE licensing.

MSUM only accepts candidates into the graduate licensure programs who have a current MN Teaching license as coursework to meet SEP requirements are not offered at the graduate level. Upon admission the graduate licensure coordinator or the Master's Degree coordinator evaluate the candidates' previous coursework to identify appropriate substitutions from prior coursework. These substitutions are then noted on the candidate's curriculum plan that also identifies the remaining coursework the candidate will need to complete to add the graduate licensure they are seeking. When program requirements have been met, the Curriculum Worksheet and the Curriculum Plan is submitted to the Minnesota State University Moorhead licensing officer for final verification and processing.

E(7) Publications and faculty advising provide candidates with clear information about institutional policies and requirements needed to complete professional education programs, the availability of social and psychological counseling services, and job opportunities.

For initial licensure, the main tool used by candidates to monitor their own progress across program requirements is the Degree Audit Reporting System (DARS) that lists candidates' major(s), minor(s) or areas of emphasis (licensure) that the candidate has declared as part of his or her academic graduation intention. The DARS lists each requirement separately and provides a check mark whenever a requirement has been fulfilled. Requirements for each program are also listed on each program's webpage. [Links to the webpage of each licensure/degree program](#) are provided on our Accreditation/Self-Study website.

The second tool utilized by candidates to inform them about institutional policies as well as the available services is the [Undergraduate Bulletin](#) for initial licensure and the [Graduate Bulletin](#) for advanced program candidates. Social and psychological counseling services are provided by [Hendrix Clinic & Counseling Services](#).

MSUM offers a broad array of career development and employment services through the [Career Development Center](#). [DragonJobs](#) "connects students with employers by sharing job postings and internships listings." Education faculty periodically receive information on job opportunities submitted by regional superintendents searching for specific licensure areas and these opportunities are made available to candidates via list-serves.

F(1) The unit provides evidence that licensure candidates demonstrate the skills and knowledge required under part 8710.2000.

Rule 8710.2000 describes the Standards of Effective Practice for Teachers along subparts related to subject matter (St.1), student learning (St.2), diverse learners (St.3), instructional strategies (St.4), learning environment (St.5), communication (St.6), planning instruction (St.7), assessment (St.8), reflection and professional development (St.9), and collaboration, ethics, and relationships (St.10).

Minnesota State University Moorhead education candidates are assessed across the aforementioned standards through a number of Key Assessments. Beginning on Page 8 of [Exhibit 2-4 c – Evaluation of Assessment System](#) a table provides evidence of the alignment that exists between the TEAS Key Assessments and the Standards of Effective Practice.

Candidates' performance data as well as a description of each Key Assessment can be found in the following documents: For Initial Licensure - 1) [Cooperating Teacher Final Evaluation](#), 2) [Teacher Performance Assessment \(i.e., edTPA\)](#), 3) [Signature Assignments](#), 4) [Dispositions Assessment](#), 5) [Supervisor Survey](#), and 6) [Minnesota Teaching Licensure Examination \(i.e., MTLE\)](#).

To pass student teaching candidates must:

- earn "Proficient" or better for all areas on the Student Teaching Final Evaluation.
- earn "Proficient" or better for all areas on the Professional Dispositions Assessment.
- remain in the student teaching experience throughout the student teaching calendar.
- have a successful (as determined by the mentor teacher and university supervisor) independent, full-time student teaching experience for at least 5 consecutive days, as required by the State of Minnesota.

Each candidate's edTPA is scored internally as well as sent to Pearson for scoring. Passing student teaching requires each candidate to earn an internally evaluated passing score.

Graduate licensure programs require candidates to demonstrate proficiency on standards-based assignments during practicum/internship along with the final evaluation of performance in the field. ([See Advanced Program Data](#))

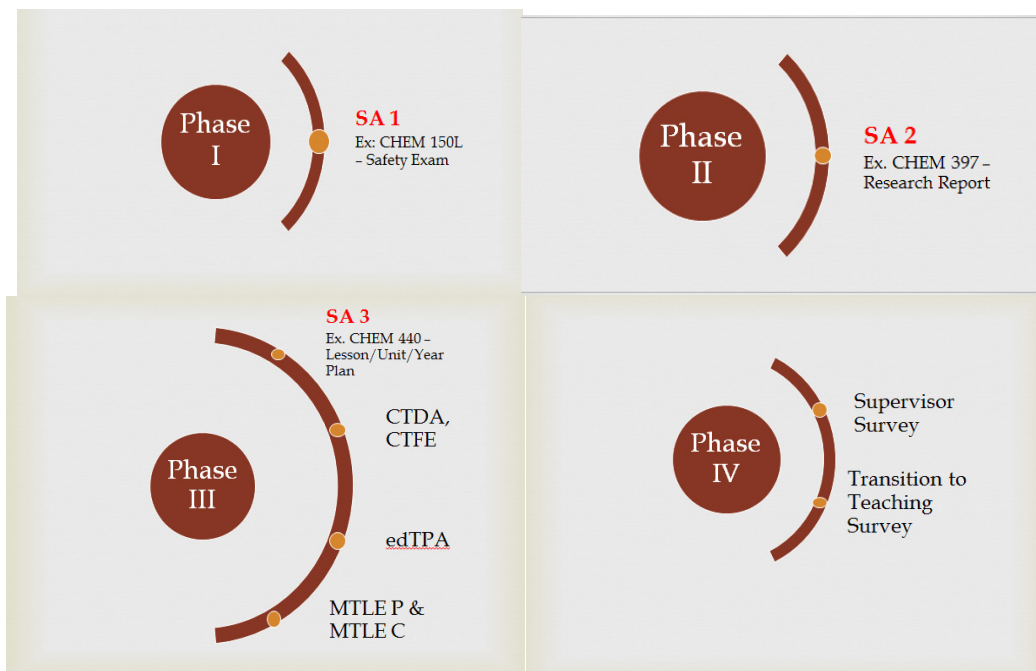
The TEAS Key Assessments are used to collect data at different points during candidates' progress through their academic program. The [TEAS Table](#) provides a

reminder about the chronological sequence of data collection that takes place once candidates are admitted into the Teacher Education Program.

F(2) The unit demonstrates a systematic and comprehensive assessment design that is applied to all candidates throughout professional preparation.

A candidate's academic performance across the education program is monitored by a number of Key Assessments that collect data at different chronological points. Phase I of performance data collection takes place at the beginning of a candidate's program and Signature Assignment 1 is the Key Assessment utilized at this time. Phase II occurs at the middle point of a candidate's program and Signature Assignment 2 is the Key Assessment utilized at this time. In Phase III, which occurs at the end of a candidate's program, Signature Assignment 3 along the Cooperating Teacher Final Evaluation, edTPA, MTLE Content and MTLE Pedagogy are the Key Assessments utilized at this time. Finally, Phase IV takes place at post-graduation, when the candidate has become a practicing teacher. In this last phase the Transition to Teaching and the Supervisor Survey are utilized to collect performance data. These data collection sequence for initial licensure is illustrated below.

Figure F(2).1. Initial Licensure - Teacher Education Assessment System (TEAS)



For Initial Licensure:

Phase I occurs at the beginning a candidate's program and data on performance are collected with Signature Assignment 1. Program Coordinators of the 29 licensure programs identified 3 different Signature Assignments specific to their respective

programs. These are course assignments that serve as measure of a candidate's proficiency on a selected number of BOT standards. The [Signature Assignment table](#) identifies the signature assignments for each licensure program, the standards that align as well as data.

Phase II occurs at the middle of a candidate's program and data on performance are collected with Signature Assignment 2.

Phase III occurs at the end of a candidate's program and data on performance are collected with Signature Assignment 3 (SA3), Cooperating Teacher Dispositions Assessment (CTDA), Cooperating Teacher Final Evaluation (CTFE), Education Teacher Performance Assessment (edTPA), Minnesota Teacher Licensure Examination – Pedagogy (MTLE-P) and the Minnesota Teacher Licensure Examination – Content (MTLE – C).

Phase IV occurs after a candidate has graduated from the program and data on performance are collected with Supervisor Survey (completed by principal after first year of teaching) and Transition to Teaching Survey (completed by graduate after first year of teaching).

Data on Signature Assignments, CTDA, and CTFE are entered directly into DIARY. Tracy Heng is the Field Experience Administrative Assistant who generates reports upon request from the assessment coordinators. Data collected from the Transition to Teaching and Supervisor Surveys are collected via Qualtrics (i.e., former) and through an independent contractor named Hezel Inc. (i.e., latter) that serves all Bush Foundation Institutions of Higher Education using common metrics.

For Advanced Programs:

There are 5 graduate licensing areas in special education (i.e., DD, EBD, ECSE, LD, P/HD), 1 in reading and 1 in TESL. With the exception of Practicum which occurs at the end of a candidate's program.

Phase I data on candidate's performance are collected with Signature Assignment 1. Signature Assignments vary by licensure program.

Phase II data on candidate's performance are collected with Signature Assignment 2. Signature Assignments vary by licensure program.

Phase III data on candidate's performance are collected with Signature Assignment 3 (which vary by licensure program), the Graduate Practicum Cooperating Teacher Observation of Teaching, Field Experience Assignment, and Cooperating Teacher Final Evaluation.

Performance data collection through the Teacher Education Assessment System is administered by two co-coordinators, Dr. Sue Severson and Dr. Ximena Suarez-

Sousa. The co-coordinators are also in charge of summarizing candidates' performance data on each one of the systems' Key Assessments as well as disseminating data reports to licensure program coordinators and securing a yearly faculty retreat for data analysis and programmatic goal setting informed by results.

F(3) The unit establishes and publishes a set of criteria and outcomes for exit from each professional education program consistent with the standards of the Board of Teaching.

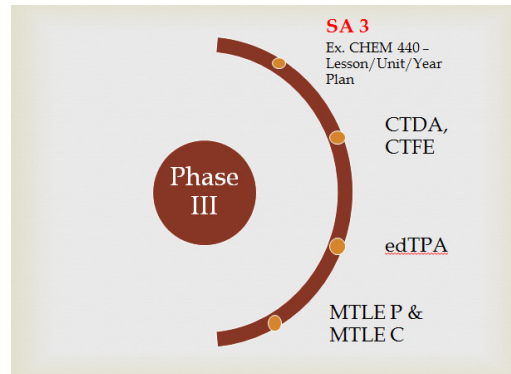
Completion or exit criteria for each licensure program are recorded on the Educator Preparation Program Application System (EPPAS). The criteria include the following: a) Minimum number of 120 credits completed which include at least 40 semester hours of upper division courses (300/400 level), b) 2.75 as minimum overall degree GPA, c) MTLE Basic Skills passing scores, d) MTLE Pedagogy passing scores, e) MTLE Content passing scores, f) satisfactory completion of Student Teaching (i.e., Cooperating Teacher Recommendation, Documentation of Dispositions, Faculty Supervisor Evaluation), and g) completion of the edTPA.

The Undergraduate Bulletin publishes the [graduation requirements](#) for obtaining a Bachelor's Degree. The Teacher Education Accreditation/Self Study website provides a list of all licensure programs and links to college catalog descriptions. The School of Teaching and Learning website provides description of [Licensing Requirements](#).

F(4) The program's stated exit criteria and outcomes are assessed through the use of multiple sources of data, for example a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.

Phase III of the Teacher Education Assessment System (TEAS) collects data on 5 education program exit requirements (i.e., Key Assessments): a) Cooperating Teacher Dispositions Assessment (CTDA), b) Cooperating Teacher Final Evaluation (CTFE), c) Teacher Performance Assessment (edTPA), d) Minnesota Teacher Licensure Examination – Pedagogy, and e) Minnesota Teacher Licensure Examination – Content.

Figure F(4).1. Initial Licensure – Phase III of the Teacher Education Assessment System (TEAS)



Each one of these Key Assessments assesses different aspects of candidate performance. The Cooperating Teacher Dispositions Assessment (CTDA) and the Cooperating Teacher Final Evaluation (CTFE) measure knowledge and/or skills related to professional communication, understanding learners' development, learning differences, the learning environment, subject matter content, application of content, knowledge of assessment, planning instruction, instructional strategies, professional learning and ethical practices, leadership and collaboration and data from those surveys are uploaded directly into DIARY. As a performance-based assessment, the edTPA requires students to complete planning, instruction, and assessment tasks. Videos are a component of this assessment. Additionally, university supervisors now use iPads while supervising student teachers thus having the capability of using video in providing feedback to candidate. Course grades and GPA are evaluated by advisors at advising meetings each semester. Both MTLE, content and Pedagogy, generate scores by sub-tests that are collected and reported to the TEAS team by Pearson and these data are disseminated to faculty at the [Teacher Education Fall Retreat](#). At this retreat each licensure program a) evaluates progress toward the goals that were identified the previous year and b) adds or adjusts the goals according to the current performance data.

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

G(1) The unit ensures that all education faculty are qualified by academic preparation for the faculty member's current assignments and are actively engaged in the professional community.

Teacher education faculty at MSUM have advanced training in the content they teach. Eighty three percent of teacher education faculty hold a doctoral degree with 10% currently enrolled in a doctoral program while 7% hold a Master's Degree or a Specialist Degree. Within the hiring process, content expertise and P-12 experiences

are listed as "required" for all teacher education faculty positions. Summary of faculty qualification is reported in two tables. [Exhibit VIII.a Faculty Qualifications for Methods Courses](#) communicates qualifications for faculty teaching methods coursework. [Exhibit VIII.b Faculty Qualifications for Teacher Education Faculty](#) communicates qualifications for faculty teaching other coursework that address BOT standards.

Adjunct faculty support program delivery and are hired because of expertise or to cover release time, leaves, or sabbaticals. Adjunct faculty have experience in the P-12 system and their hiring process includes submission of a resume or vita to assure qualifications. Most of adjunct faculty are current teachers or administrators in the P-12 system. The adjunct faculty who teach on a regular basis are included in the aforementioned exhibits.

MSUM follows the BOT policy for clinical supervision, "the unit has a process to verify that school personnel who host teacher candidates or supervise related services candidates hold a valid Minnesota license, or the equivalent, for their assignments." Identification of cooperating teachers and hiring of clinical supervisors is managed by the Field Experience Office. [New Exhibit 5.4.b](#) summarizes qualification of clinical faculty.

Page # 3 of the [Clinical Faculty Handbook](#) lists the qualifications of MSUM University Supervisors.

[Exhibit VIII.a & Exhibit VIII.b](#) also provides information on faculty scholarship and service to the community.

G(2) The unit assigns faculty qualified by academic preparation to support the teacher licensure programs.

The Unit's Accreditation/Self-Study website stores all [teacher education faculty curriculum vitae](#). To review these documents, the following log in information will be needed:

User Name: cehsaccred

Password: Moorhead14

["Exhibit VIII.a Faculty Qualifications, Methods Instructors"](#) identifies licensure program methods courses along with the qualifications of instructors teaching these courses.

The methods courses are identified in [Exhibit VIII.a Faculty Qualifications Methods Courses](#).

G(3) The unit actively recruits and has plans, policies, and practices for hiring diverse faculty.

Minnesota State University Moorhead's [Fulfilling our Promise](#) strategic plan describes the institutional mission, values, vision, and strategic priorities for the short-term future. One of the 4 components of the strategic vision refers to the creation of a campus "that reflects the world in which our graduates live and work," which in the 21st century Minnesota is indeed a world of diverse individuals with diverse experiences and origins.

The [Policies and Practices](#) for the Recruitment and Retention of Diverse Faculty document provides a description of the current efforts in place geared to fulfill the strategic priority of hiring more diverse faculty at Minnesota State University Moorhead. MSUM is an [Affirmative Action](#) institution with clear policies in place to secure "a campus climate that is free of discrimination, harassment, and violence; and where mutual respect and dignity of and by all employees is the expected form of behavior, [prohibiting] discrimination and/or harassment of an individual on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, or sexual orientation" (excerpt from the President's Commitment to Civility in Our Work and Learning Environment, August 20, 2014).

G(4) The work load allows the faculty to be involved in teaching, scholarship, service, and schools in monitoring, assessing, and advising candidate progress.

The Inter Faculty Organization Master Contract defines [faculty work load](#) requirements in Article 10. The [faculty handbook](#) is for new faculty. It does not include information about work load.

The IFO Master Agreement defines teaching load as twelve undergraduate credit hours per semester or twenty-four per academic year. Graduate courses receive an additional credit toward workload. Faculty members can teach up to five credits overload during the academic year. During the 2013-2014 academic year, one-third (n=9) of faculty in STL taught overload credits each semester. Full-time faculty members receive \$1,300 per year for professional development and may apply for additional financial support if needed.

Faculty receive reassigned time to ensure coherent program delivery including the STL co-chairs as well as coordinators for Special Education undergraduate and graduate programs, Ed Leadership, and Curriculum and Instruction. Recruitment and retention are not currently acknowledged with reassigned time and are viewed as service within faculty workload. Unit policy limits supervision to 2 teacher candidates per credit with an 18 candidate maximum. Supervision in SpEd Graduate licensure programs is coordinated by the SpEd Graduate Licensure coordinator with an adjunct faculty member performing supervision activities. [Exhibit IX](#) provides

data on work load for Secondary/K-12 faculty. [Exhibit 6-4.h.1](#) is the Faculty Assignment Record for faculty within the School of Teaching and Learning for Fall 2014 and indicates overload assigned.

Faculty members primarily teach but also advise during office hours (i.e., minimum of 10 hours) each week while still meeting expectations for scholarship and service. Class size and content impact demands placed on faculty in fulfilling teaching responsibilities. Recent numbers indicate variation of class size within the Unit ranging from less than 20 to about 40. Standards of Effective Practice courses and those required by multiple licensure areas have higher enrollments than courses serving individual licensure programs. In the academic year 2013-2014, over 25% of courses had 20 or less candidates, about two-thirds had between 21 and 40, and one-tenth had over 40 candidates.

G(5) The unit ensures that faculty who supervise field experiences are academically prepared and professionally experienced in a school setting.

The [Qualifications of Clinical Faculty](#) provides a detailed description of the degrees, graduating institutions, majors/minors, teaching experience, licensure area(s) and current assignment of clinical faculty. These are adjunct instructors as the largest majority is either a recent retired teacher or principal or is currently practicing in the education field.

G(6) Any part-time and adjunct faculty and graduate students in teaching roles provide integrity, quality, and continuity of teacher preparation programs.

Part-time faculty (i.e., adjuncts) have special expertise to teach/supervise candidates. Chairs and licensure program coordinators work with adjunct faculty to ensure quality and consistency by providing BOT approved syllabi that communicate course outcomes. Some licensure program coordinators also conduct meetings with adjunct faculty in order to ensure that instruction and assessment is consistent across instructors when courses have more than one section (e.g., SPED 225).

The Unit provides support personnel to adjunct faculty that includes an office administrative specialist (OAS) in CEHS, one in STL, one in the Graduate Studies office and one in the Field Experience office along with graduate students and student workers. Instructional supplies and technology support are also provided to adjunct faculty. Office space is available to adjunct faculty if they wish to use it while on campus.

G(7) Faculty teaching in the unit are of high quality reflecting current research and best practice consistent with the curriculum goals of the program.

Faculty identify and monitor progress toward goals for teaching effectiveness in the annual Professional Development Plan (PDP) and Professional Development Report (PDR).

The purpose, criteria, schedule and frequency of professional development plans (PDP), and progress reports (PDR) of faculty professional development and evaluation process are defined under Article 22 of the IFO Contract (page 77). As specified in Section B of Article 22, the number one criterion for faculty evaluation is the demonstrated ability to teach effectively and/or perform effectively in other current assignments. The Contract further defines the teaching effectiveness criterion through its Appendix G, (page 125) as follows:

Effective teaching begins with well-informed and intellectually engaged faculty who are current in their disciplines and their pedagogies and who understand relationships among disciplines. Because teaching embraces activities and responsibilities beyond classroom instruction, evaluation may address effectiveness in course development, interdisciplinary course or program development and delivery, curriculum design, instructional innovation, ability to organize, analyze and present knowledge, instructional advisement and other such related activities.

The faculty member's PDR should include evidence in support of the foregoing. **Faculty are encouraged to include student assessments as evidence of ability to teach effectively.** Evidence of teaching/performance effectiveness may include, but is not limited to:

- Developing and using quality syllabi
- Developing and updating course content
- Developing and updating curriculum
- Providing student assessments of teaching effectiveness**
- Providing peer evaluations and reviews of teaching effectiveness**
- Developing and using measures to evaluate student progress and learning outcomes
- Meeting relevant accreditation or other professional standards
- Incorporating multicultural perspectives in teaching methods
- Demonstrating the nature and quality of assignments
- Incorporating pedagogical approaches
- Providing course assistance to students
- Reviewing, revising and updating courses and teaching approaches
- Providing timely feedback to students
- Receiving and/or being nominated for teaching awards (IFO Contract, Appendix G, pp. 1-2)

As noted in bold above, the IFO contract lists students' course evaluations and peer evaluations as primary examples of evidence in demonstrating ability to teach effectively. Therefore, MSUM faculty members include students' numerical ratings of their teaching effectiveness and written feedback from their peers in their PDR's so that they are to be used as evidence to measure their teaching effectiveness by their peers and administrators.

As mentioned above, IFO Contract (page 77) specifies five criteria for faculty evaluation and the second criterion is the scholarly or creative achievement or research. The IFO Contract defines scholarly or creative achievement or research as follows:

This category supports one's teaching and contributes to one's special field of knowledge. The advancement of knowledge and education calls for many kinds of scholarship/creative activity/research. Each may require a different approach. Evidence of success in meeting this criterion may include, but is not limited to:

- Published works
- Works in progress
- Unpublished reports
- Abstracts
- Research briefs
- Letters to the editor published in disciplinary and professional journals
- Software and other technologically delivered academic products
- Other scholarly works
- Submitting and/or receiving patents
- Delivering presentations at professional meetings
- Applying for, writing, receiving and reporting on grants
- Receiving and/or being nominated for scholarly awards
- Presenting invited lectures
- Participating in panels and symposia
- Participating in policy analysis
- Playing an editorial or advisory role for professional journals or publications
- Participating on evaluation panels for research funding
- Participating in exhibitions, juried shows, musical or theatrical performances
- Consulting
- Writing accreditation reports
- Conducting research projects
- Contributing to/assisting in the scholarly growth of students, peers and other scholars (IFO Contract, Appendix G, p. 2)

[Exhibits VIII.a and VIII.b](#) provide summary of faculty qualifications. Education faculty are committed to high teaching standards and continuously reflect and

monitor the quality of their teaching practice via their periodical Professional Development Plan (PDP) and Professional Development Report (PDR). The required components of PDPs and PDRs must be aligned to the curriculum goals of the program and these documents undergo a peer-reviewed process.

Untenured faculty develops a PDP and PDR every year. A committee is formed to evaluate each document and provide detailed feedback to the faculty member. A selected number of peers conduct observations and provide feedback of the teaching. A yearly presentation to the entire education faculty ensures that there is an open opportunity for untenured faculty to articulate the curriculum goals and overall expectations of the program with the contents of the PDR and to address questions brought up by other faculty members or department chair. Tenured faculty follow the same process every 4 years.

Most education faculty become involved in research projects that relate to their teaching assignment. Additionally, faculty maintain continuous professional development through the review of the current literature, presentations and attendance to professional conferences, involvement in the delivery of workshops and seminars for area teachers, and other activities that intellectually demand from faculty to maintain up-to-date with the developments of their respective fields as demonstrated in [Exhibit VIII.a and Exhibit VIII.b](#).

G(8) Faculty and cooperating school personnel model and reflect the best practice in the delivery of instruction.

The faculty member's PDR should include evidence in support of the foregoing. **Faculty are encouraged to include student assessments as evidence of ability to teach effectively.** Evidence of teaching/performance effectiveness may include, but is not limited to:

- **Providing student assessments of teaching effectiveness**
- **Providing peer evaluations and reviews of teaching effectiveness**

G(9) Faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.

Faculty identify professional goals for teaching effectiveness in their annual Professional Development Plan (PDP) and report progress toward goals in the Professional Development Report (PDR). The PDP and PDR are organized along 5 criteria (IFO Master Agreement):

Criterion I – Demonstrated Ability to Teach Effectively or Perform Effectively in Current Assignment

Criterion II – Scholarly Creative Achievement or Research

Criterion III – Evidence of Continued Preparation and Study

Criterion IV – Contributions to Student Growth and Development

Criterion V – Service to the University and the Community

Specifically, Criterion II requires evaluation of teaching effectiveness. Through the review process faculty "assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance."

Faculty maintain contemporary professional experiences in schools in a variety of ways (e.g., engaging in collaborative teaching with school partners, providing tutoring opportunities within courses, assisting struggling readers, providing assistance to new immigrants, support and training in formative assessment). Involvement in P-12 is demonstrated in [Exhibit VIII.a](#) and [Exhibit VIII.b](#).

As indicated in [Exhibit C](#), teacher education faculty use a wide range of instructional strategies to support differing learning styles (e.g., collaborative assignments, constructivist activities, modeling of lesson formats, multi-media presentations) as well as the usage of a virtual learning platform for instructional purposes (i.e., D2L).

G(10) Instruction encourages the candidate's development of reflection, critical thinking, problem-solving, and professional dispositions.

A variety of instructional and assessment approaches encourage students to reflect, problem-solve, and think critically (e.g., case studies, research papers, interview assignments, reflective analysis). Education faculty utilize a variety of strategies and monitors candidates' performance to ensure a developmental progression toward these goals. For example, prior to admission into the teacher education program, candidates complete a number of hours in the field through ED 205. This field experience provides faculty with the first disposition's data from an outside examiner (i.e., Cooperating Teacher). Dispositions continue to be assessed along the other Phases of the TEAS.

Likewise, critical thinking, problem-solving and reflective skills are nurtured via a number of course and practicum requirements along candidates' program. Clearly, development of these skills does not begin upon admission into the education program. Specifically, the [Liberal Arts and Science Curriculum \(LASC\)](#) contains courses that support a developmental progression of these skills within the social and natural sciences courses. These courses create a foundation that will support the continual development of these skills within an educational context.

For example, at the beginning of their program when taking SPED 225 – Individuals with Exceptionalities, one instructor requires students as their final examination to diagnose the child that is described in a case study and to prescribe a couple of intervention strategies based on the described needs of the child. Also, while enrolled in ED 448, Reading and Study Skills in the Content Area, candidates are assigned to a middle school or high school student to provide a tutoring experience on a weekly basis with opportunities for discussion and reflection provided within course time. During student teaching, teacher candidates are members of

instructional teams in the school where they have been placed and assume an active participant role in professional decisions. "Teacher candidates are expected to collaborate with cooperating teachers and department or grade level teams. Participate in PLCs, department meetings, grade level meetings, and parent/teacher conference" ([Student Teaching Handbook](#), p. 2).

Candidates in advanced programs complete ED 609 - Action Research, which requires the completion of an action research project that focuses on educational improvement through data driven decision-making. To complete the action research project candidates identify a school-based problem, conduct literature review related to the issue, develop an intervention, collect and analyze data, report results, and prescribe additional interventions when data showed that the problem was not resolved.

Education faculty continuously reflect on their instruction when writing their Professional Development Plan and Professional Development Report. During this writing process, faculty pay attention to feedback provided by peers who have observed their teaching (i.e., for tenure-track faculty) and carefully review their students' evaluations as well. This creates an opportunity for in-depth analysis of practice and foundation for continuous improvement. The Exhibit C- [Usage of Instructional/Assessment Strategies Data](#) document provides a detailed listing of the instructional and assessment strategies identified by education faculty as been continuously implemented.

G(11) Teaching in the unit reflects knowledge and experiences with diversity and exceptionalities.

The P-12 teaching experiences of education faculty are varied. Some faculty taught in the Indian Reservations of MN (e.g., Ruth Newton). Some taught or completed pre-service experiences abroad (e.g., Boyd Bradbury/Mexico, Ximena Suarez-Sousa/Peru), in underserved areas of MN and ND as well as in more affluent school districts in the same region. Some education faculty practiced in large metropolis where the demographics of school districts is rather varied (e.g., Claudia Gates/Chicago School District). These varied past experiences consolidated an understanding not only of cultural diversity, but socioeconomic diversity as well. Claudia

Currently, a number of education faculty maintain ongoing collaborative projects (i.e., research, student teaching) with schools abroad that facilitate additional opportunities for continued growth of an in-depth understanding of diversity as it impacts learning and education (e.g., John Benson/Tanzania, Boyd Bradbury/South Africa, Sheila Marquardt and Tim Harms/Taiwan, Valerie Ritland/Costa Rica, Ximena Suarez-Sousa/Peru, Lynn Mahlum/Australia, Lisa Steiger/Germany). Additionally, several education faculty members are involved in partnership projects with local schools or local agencies that provide a broad array of services for diverse populations in the community (e.g., Steve Grineski/Home Shelters).

Within the curricular requirements, for example, all teacher candidates take ED 310 Foundations of Education where they complete 12 hours of experience with "at-risk" students at Horizon Middle School, Red River Area Learning Center, Churches United for the Homeless, or the West Regional Juvenile Center.

The aforementioned experiences are described in each faculty's Professional Development Reports. Additionally, the [ethnically diverse education faculty teaches a number of courses \(Exhibit VII\)](#) that all education majors have to take at some point during their program. These candidates get to interact and learn from diverse faculty at some point in the course of their programs.

G(12) The institution systematically evaluates the effect of faculty on candidate performance and fosters faculty professional development.

At Minnesota State University Moorhead, the faculty evaluation process (which is established by the [IFO Contract](#)) utilizes the Professional Development Plan (PDP) and the Professional Development Report as vehicles not only to evaluate faculty performance, as appraised by their peers and students, but also to link the evaluation results to professional development opportunities. MSUM faculty members receive written feedback from their peers and administrators on their professional development plans and then their professional development report in the five criteria mentioned above. They then incorporate/address the feedback they received on their PDR into their next PDP. In other words, a faculty member's PDR is evaluated against his/her PDP and his/her PDP is informed/driven by PDR evaluation results. For example, a faculty member was encouraged to focus on the most prominent feedback she received from her students rather than to try working on all the feedback she received at once in her efforts to improve her teaching effectiveness based on student evaluations. Also, she was encouraged to invite her peers to observe her teaching and to observe her peers teaching as another way to improve her teaching. All the feedback was incorporated into her next PDP.

Annually, education faculty meets at the Faculty Fall Retreat with the explicit purpose of reviewing candidates' performance data for the past semester on each Key Assessment. The Teacher Education Assessment System coordinators distribute comprehensive report with data disaggregated by licensure program. Faculty work by licensure program and analyze the current programmatic goals in light of the most updated performance data. Programmatic goals are changed or maintained based on faculty members' decision. Programmatic goals reflect, in part, areas that are identified as in need of improvement and as such linked to professional development needs.

G(13) The unit's faculty demonstrates knowledge, skills, and dispositions which model best professional practices, assessment, and scholarship.

Education faculty is knowledgeable in the content they teach. As reported in Exhibit VIII.A and Exhibit VIII., during the past five years, faculty have engaged and model

scholarly work related to college and university missions with 39 professional publications in the field of education, nine presentations at international conferences, nine national conference presentations and 86 state/regional/local conferences some of which included the participation of students (e.g., Sheila Marquardt, Bradbury, Gillett) and some of these have been presented as part of course content (e.g., White Earth Study data shared in SpEd Assessment course).

Teacher education faculty are involved in service to the university and the P-12 community. Criterion 5 of the faculty evaluation process (IFO, Article 22, Section B, p. 80) requires goal setting and reflection on service to the university and community in PDPs and PDRs. It is expected that service activities align with the mission of the institution and goals of the program. Service and collaborative relationships with the greater community have been demonstrated in several ways (e.g., advisory committees, district consultants, Reading Corp coaches, collaboration teams, MDE presentations, planning and implementation of seminars and workshops for school districts such as RTI, multiage instruction, core standards, formative assessment, co-teaching). Faculty ensures information sharing of these activities with their students during courses and advising meetings.

Faculty hold memberships and participate in service to the profession at the local, state, national and international level (e.g., MN Association of Colleges of Teacher Education, MN Council for Exceptional Children, American Council for Rural Special Education, International Reading Association, Bush Foundation Teacher Initiative, MN Department of Education) as means of maintaining current in their respective areas of study.

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Subpart 5.H. FOR INSTITUTIONAL GOVERNANCE

H(1) The professional education unit is clearly identified and has primary responsibility for all programs offered at the institution for the licensure of teachers and other professional school personnel.

Academic programs at Minnesota State University Moorhead are grouped in five different colleges: 1) College for Arts, Media, & Communication, 2) College of Business and Innovation, 3) College of Education & Human Services (CEHS), 4) College of Humanities & Social Sciences, and 5) College of Science, Health & the Environment. The Graduate Studies oversees the operations of advanced programs.

The School of Teaching and Learning (STL) is the professional education Unit and is found in the College of Education and Human Services (CEHS). The Dean of (CEHS) oversees all aspects of teacher education programs including policy, budget, personnel, facilities, and resources, and works collaboratively across campus with other Deans, Licensure Program Coordinators and faculty involved in teacher education. Currently, the dean also oversees Graduate Studies and supports

advanced level programs. The Provost/Senior Vice President of Academic Affairs oversees all academic programs, policies, procedures and supervises all deans on campus. The STL chair facilitates the Unit's departmental operations. The Director and Assistant Director of Field Experience coordinate the Unit's field-based experiences. Two faculty coordinate the operations of the Teacher Education Assessment System, one of whom is the Unit Leader and also coordinates licensure programs within the unit as well as those housed in other colleges (e.g., Secondary Social Studies/College of Humanities & Social Sciences).

The [College of Education and Human Services Organizational Chart](#) more clearly identifies the structure of the Unit.

H(2) Responsibility and authority for teacher preparation programs are exercised by a defined administrative and instructional unit, for example a department, division, school, or college education.

The School of Teaching and Learning (STL) holds primary responsibility and authority for the operation of the teacher education programs at MSUM. The Teacher Education Unit Leader exercises collaborative relationships with Program Coordinators across various university colleges. In total, 29 licensure programs are dispersed across 4 different colleges.

There are 3 different channels used to communicate and/or receive feedback from education faculty and P-12 partners in regards to the operations of the Unit: 1) the Teacher Education listserv is used to disseminate news/updates about BOT policies and regulations, 2) the Teacher Education Assessment System (TEAS) committee which is composed of representatives from each college hosting licensure programs and represents the voices of education faculty, and 3) the CEHS Dean's Advisory Committee which is composed of P-12 partners (i.e., area principals, superintendents, special education directors). [Agendas and meeting minutes](#) identify topics and discussions that have occurred at these advisory meetings.

H(3) The unit is directly involved in the areas of faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; and curriculum decisions, evaluation, revision, and the allocation of resources for institution activities.

The [Policies, Procedures, and Practices for Governance and Operations of the Unit](#) describes the STL policy on the formation of search committees (p. 10). Criteria for retention, tenure, and promotion are described in the [IFO Master Contract](#), Article 25, page 88. Additional information can be obtained from Dr. Ok-Hee Lee, Interim Dean of the College of Education during the onsite visit.

The Unit follows university admissions, calendar, course scheduling and grading policies (included on syllabi). The primary source of academic and program information is the MSUM website. The Unit works with Records, Admissions,

Publications and Graduate Studies to ensure published materials are updated and accurate. The Unit's admission requirements ([SARTE](#)) are clearly described online and in early coursework. A program coordinator is assigned to Twin Cities programming to meet with prospective candidates and provide advising to current enrollees.

All curriculum proposals involving an addition or modification to a teacher education licensure program are reviewed by the Teacher Preparation Committee. This committee includes membership from STL (the Unit) as well as other teacher education programs outside of STL.

H(4) The administrator of the defined unit is authorized to submit licensure program proposals for Board of Teaching approval and is responsible for administering licensure programs.

Sue Severson is the Unit Leader who administers all new program applications, program changes, and program renewal with the MN Board of Teaching. In the 2013-2014 all programs were entered into EPPAS and were reviewed and renewed by the MN Board of Teaching. Coordinators, identified for each of the 29 licensure programs have access to EPPAS and have been trained in preparing RIPAs as well as program changes and renewal procedures. All submissions within EPPAS require approval of the Unit Leader.

H(5) The administrator of the defined unit is authorized to recommend for teacher licensure candidates who have completed the institution's teacher preparation programs.

Responsibility for recommending candidates for licensure is assumed by advisors who understand expectations for licensure. The Unit leader works with the MSUM Licensure Officer, Bonnie Thompson to assure expectations for licensure are clear. [Clear guidelines](#) are published on the Records Office website. Candidates complete the [Curriculum Worksheet](#), which they present to the advisor who then reviews the Degree Audit Report to assure all requirements have been met. The advisor sends to the program coordinator for signature who then sends the Curriculum Worksheet to Bonnie Thompson, MSUM Licensure Officer. The Unit Leader oversees the process.

H(6) School faculty, candidates, and other members of the professional community are actively involved in the unit's policy making and advisory bodies.

MSUM has shared governance. Policy proposals move through departments to curriculum committees to university committees (e.g., Teacher Preparation Committee) to the faculty senate and finally to administration. Administrative approval initiates policy updates which are published on the MSUM website. [Candidates follow university grade, appeals, and candidate conduct policies.](#) Unit specific policies are communicated through course content, advising, the website,

and list serves. Faculty and professional partners provide input on program design, implementation and evaluation through the Unit's committee structure. P-12 involvement occurs in three ways. The Dean's Advisory Council (comprised of local administrators) meets quarterly with chairs, directors and coordinators to advise teacher education programs as well as informing us of policies and changes occurring in the schools. Each licensure program has a content area advisory committee. Recently, the Unit Assessment Committee has been expanded to become a university committee to assure representation of all teacher education programs. This new Teacher Education Assessment Committee is in the process of identifying three principals (elementary, middle, secondary) to provide advisory on the assessment system.

H(7) The unit has a long-range planning process that is regularly monitored to ensure the ongoing vitality of the unit and its programs, and the future capacity of its physical facilities.

The [Institutional Mission, Values, Vision, and Strategic Priorities](#) of Minnesota State University Moorhead inform the overarching goals within which the School of Teaching and Learning develops/adjusts its own for each academic year. Yearly, the School of Teaching and Learning submits a progress report. The STL annual 2013-2014 report can be found [here](#).

Commitment to the growth and ongoing vitality of the Unit and its programs is evidenced by the relative recent \$9.7 million renovation of Lommen Hall that hosts the College of Education and Human Services as well as the School of Teaching and Learning. This project was finalized in 2012 and produced 16 classrooms with state of the art instructional technology (e.g., projection equipment, Smart Boards), 5 conference rooms, 64 office space for faculty and staff, 2 larger and better equipped computer labs, as well as comfortable gathering areas for candidates. In the past 3 years, 4 education fixed-term positions were converted into tenure-track ones (i.e., 2 in foundations of education, 2 in special education) and 1 new tenure-track position was added (i.e., foundations of education).

H(8) The unit has sufficient financial resources and institutional support to sustain teacher preparation programs.

The Unit's 2014 budget was \$5,083,213 (or 12.49% of the Academic budget). In 2014, 60% of university funding was from tuition, 36% from state allocation, and 4% from other. Funding from the state declined by 24% over the last 5 years. In 2009, MSUM's state allocation was \$30,091,312. In 2014, the state allocation was \$22,828,739. This decrease coupled with declining enrollment has impacted programs. The president and provost have guided MSUM toward financial stability by focusing on cost recovery and developing strategic goals to strengthen the institution. In 2014, university contracts, departments, faculty and course offerings have been reduced creating some operational challenges (e.g., reduced course offerings, increased available course seats, meeting candidates' program timelines).

The Unit continues to problem solve on assuring course offerings are available through the academic year, as well as increased offerings during the summer semester to address candidates' needs.

While the School of Teaching and Learning (STL) is considered the "Unit" for teacher education, STL does not include all teacher education programs as Secondary/K-12 licensure programs are housed in other colleges. Additionally, the College of Education and Human Services administrates other programs outside of education, (i.e., Social Work, Counseling and Student Affairs, Speech Language Hearing Services). Within the School of Teaching and Learning, Early Childhood, Elementary Education and Special Education each have their own budgets. During the onsite visit the Dean of the College of Education and Human Services will be available to provide further information.

H(9) Facilities, equipment, and budgets are adequate to support the units missions and goals.

CEHS and STL are located in Lommen Hall along with the Early Childhood Center (ECC) and 4 other departments. A \$ 9.7 million renovation of Lommen was completed in 2010 revealing 16 classrooms with varied configurations, 5 conference rooms, 2 computer labs and 64 faculty offices. Classroom technologies include projection equipment, VCR/DVDs, and 2 Smart Board classrooms. The ECC is used by candidates for observation and research of young children. Graduate classes are primarily taught online. Candidates also take a variety of courses in classrooms around campus. There are adequate facilities to teach courses needed by majors. The university also boasts a Regional Science Center, located east of Moorhead that is used by candidates in science content and methods courses as a research site and teaching location. MSUM also has a planetarium. Field experiences in schools throughout the area expose candidates to current classroom technologies. Off-campus program sites include Anoka-Ramsey Community College and schools in West Fargo, ND. These sites have access to the MSUM's online library services.

H(10) Candidates and faculty have access to books, journals, and electronic information that support teaching and scholarship.

Adequate resources are provided to prepare candidates to meet the standards in teacher education including the library and campus technology. The university has a full-service library that recently received a \$19 million renovation. The library has greatly increased its electronic resources which can be accessed online. In addition to books, serials and subscriptions, the library has thousands of video and audio recordings and access to music streaming. The Curriculum Materials Center (CMC), a collection for teacher candidates, has extensive juvenile literature, K-12 textbooks in all subject areas, DVDs, audio-books, and educational games. Candidates and faculty can use materials for extended periods to develop curricula and lesson plans. Candidates can also check out cameras to prepare videotaped teaching samples now required by Minnesota's edTPA.

The [policies, procedures, and practices to ensure that all candidates have access to physical and/or virtual classrooms, computer labs, curriculum resources, and library resources that support teaching and learning](#) document provides a series of links detailing the available Informational Technology services, Curriculum Materials Center and the Livingston Lord Library collection that are available to candidates and faculty.

H(11) Candidates and faculty have training in the access to current education-related technology.

Information Technology (IT) supports computers, computer labs, software, email, and web development on campus. The Faculty Development Center works with IT to provide monthly workshops on software, online teaching, and other technology topics. IT also supports individual faculty with specific technology issues. There are 80 computer labs on campus with 1,300 computers—both Windows and Macs. Labs in Lommen have dual-platform Windows/Mac computers. Some campus labs are open 24 hours, seven days per week. A wireless network on campus is available in nearly all locations. Online coursework and distance learning are delivered via Desire2Learn. The university provides lecture capture and video conferencing for online teaching. IT uses an email-based system to track and respond to faculty, student and staff technology requests/challenges/problems.

The [policies, procedures, and practices to ensure that all candidates have access to distance learning including support services and resources](#) document provides a series of links detailing the available supports to access distance learning services for candidates and faculty, including users with disabilities.

H(12) The unit has sufficient faculty and administrative, clerical, and technical staff to ensure the consistent delivery and quality of programs.

The Unit counts with sufficient support to operate its 29 licensure programs. In the School of Teaching and Learning, Office of Field Experience, and the Dean's Office administrative support is provided via one administrative assistant in each office and these personnel is supported by graduate assistants and student workers.