

DATE: December 19, 2018

TO: Soo-Yin Lee Thompson, PhD., Department Head
Marilyn Grave, Associate Professor
University of Minnesota, Crookston

FROM: Alex Liuzzi, Executive Director

RE: **Notification of Board approval action for University of Minnesota,
Crookston**

I am pleased to inform you that on December 14, 2018 the board took the following action:

-granted the University of Minnesota, Crookston's education unit FULL CONTINUING APPROVAL effective until June 30, 2024 with the condition of an interim report due by April 1, 2020 showing compliance to the not met standards: 8705.1000, 8D, 8H, and 8I.

The next onsite review of the education unit will be scheduled for the fall of 2024. A report of the team's findings is attached.

Thank you for providing teacher licensure preparation programs and collaborating with the Professional Educator Licensing and Standards Board to assure high standards.

Team Findings Report and Recommendations
Compliance Report for standards 8705.1000

University of Minnesota Crookston

TEAM RECOMMENDATION	
	INITIAL APPROVAL
<u>X</u>	FULL CONTINUING APPROVAL through June 30, 2024 contingent upon an interim compliance report due by April 1, 2020 showing compliance to the following unmet standards of 8705.1000: <ul style="list-style-type: none">• 8D• 8H• 8I
	APPROVAL WITH CONDITIONS
	DISAPPROVAL

REPORT CONTENTS	
Table of Contents	Page 3
Team Membership	Page 4
Team Recommendation	Page 4
Background Information on the Unit and Institution	Page 5
8705.1000 Subp. 2 Professional, Pedagogical, and Content Studies	Page 7
8705.1000 Subp. 3 Field Experiences	Page 8
8705.1000 Subp. 4 Candidate Selection	Page 9
8705.1000 Subp. 5 Candidate Advising	Page 9
8705.1000 Subp. 6 Monitoring Candidate Progress and Demonstrating Standards	Page 9
8705.1000 Subp. 7 Monitoring Program Effectiveness	Page 10
8705.1000 Subp. 8 Qualifications and Assignment of Faculty	Page 10
8705.1000 Subp. 9 Unit Leadership	Page 11
8705.1000 Subp. 10 Unit Governance and Resources	Page 12
Accolades	Page 14
Appendices of Attachments	Page 14

TEAM MEMBERS

Representing High Education	Representing Elementary/Secondary Education
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<p>Michelle Page, Ph.D Professor of Secondary Education Interim Chair, Division of Education 108 Education Building 320-589-6405 pagem@morris.umn.edu </p>	<p>Katie Groh de Avina katie.grohdeavina@state.mn.us</p>
<p>Team Chair: Michelle Sandler Teacher Education Specialist PELSB 1500 Highway 36 West Roseville, MN 55113-4266 michelle.sandler@state.mn.us 651-539-4183</p>	<p>Team Co-Chair: Tyra Nelson Reck Teacher Education Specialist Professional Educator Licensing and Standards Board 1500 Highway 36 West, Suite 300 Roseville, MN 55113-4055 Tyra.Reck@state.mn.us</p>
<p>Team Co-Chair: Casey Carmody Communications Specialist 1500 Highway 36 West Roseville, MN 55113-4266 Casey.carmody@state.mn.us 651-539-4181</p>	

TEAM’S RECOMMENDATION:

In compliance with board requirements, University of Minnesota Crookston filed an application in the fall of 2018 with the Professional Standards and Licensing Board (PELSB) to undergo an on-site institutional evaluation to demonstrate compliance with standards in Board Rule 8705.1000. An on-site unit evaluation visit was conducted October 21-23, 2018.

As a result of their review, the peer evaluators recommend to the board that University of Minnesota Crookston receive Full Continuing Approval through June 30, 2024 contingent upon an interim compliance report due by April 1, 2020 showing compliance to the following unmet standards 8D, 8H, and 8I.

Background Information:

The following excerpt is information about the unit and its programs copied from their comprehensive report submitted to the board in 2018.

University of Minnesota Crookston

Introduction

The University of Minnesota is one of the nation’s largest schools offering baccalaureate, master’s, and doctoral degrees in virtually every field. The University of Minnesota was founded in 1851 and predates statehood by eight years. The University of Minnesota is the state’s land grant institution with a flagship campus in the heart of the Twin Cities and four coordinate campuses – Crookston, Duluth, Morris and Rochester. As of 2017, student enrollment in the University of Minnesota system is 67,949. The University provides students from Minnesota and around the world access to a high quality education. The University of Minnesota is also one of the most prestigious public research universities in the nation. The annual economic impact to the state by the University is \$8.6 billion.

[\(U of M, Facts and Figures\)](#)

ADMINISTRATIVE STRUCTURE

The University of Minnesota is governed by a 12 member Board of Regents. The state legislature elects one Regent from each of Minnesota’s eight congressional districts and four from the state at large. The President is appointed by the Board to implement Board policy and serves as the University’s Chief Executive. Coordinate campus Chancellors, upon approval of the Board, are appointed by the President and the Senior Vice President for System Administration. On July 1, 2011, Eric Kaler became the 16th President of the University of Minnesota system.

UNIVERSITY OF MINNESOTA CROOKSTON

Historically, the [University of Minnesota Crookston](#) was established in 1895 as an experimental research farm. The Great Northern Railway, under the guidance of James J. Hill, donated 476 acres, to establish the Northwest Experiment Station. In 1905 the Minnesota legislature appropriated \$15,000 to establish the Northwest School of Agriculture (NWSA) as a regional residential agricultural high school with a focus on agriculture.

With the changing demands of the region and agriculture industry, as well as study and review by state officials and University Regents, the Minnesota Legislature approved the creation of the University of Minnesota Technical Institute in 1965. Associate in Applied Science degrees were offered. Additional institutional name changes occurred in 1968, University of Minnesota Technical College, and in 1988, University of Minnesota, Crookston.

During the June 1992 meeting of the U of M Board of Regents, approval was given for UMC to offer baccalaureate degree programs. In 1993 UMC's baccalaureate degree programs were approved by the Minnesota Higher Education Coordinating Board and accredited by the North Central Association of Colleges and Schools. During the fall of 1993 baccalaureate level courses were offered and UMC initiated an innovative and campus-wide technology program. Each full-time student and faculty member was provided with a notebook computer and preinstalled software. UMC was the first in the nation and is known as the original "Laptop U." Over the next few years more than 100 colleges and universities visited the campus to learn more about this innovation.

CURRENT STATUS

The University of Minnesota Crookston (UMC) is a public, baccalaureate, coeducational institution and one of five statewide campuses of the University of Minnesota system.

As a four-year, public university with an enrollment of more than 1,800 students (approximately 900 on campus and 900 online), UMC proudly carries on a tradition of a century of educational service to Northwestern Minnesota. Since its establishment as an institution of higher learning in 1966 and its transition to offering baccalaureate degree programs in 1993, UMC has been a small campus offering University of Minnesota degrees – "small campus, big degree". One of five campuses of the University of Minnesota system, UMC delivers prestigious U of M degrees in a supportive, close-knit atmosphere where students, faculty, and staff interact and really get to know one another.

College Vision

Our vision of offering exemplary teacher education programs depends on reflective practice that integrates the following features:

- ♦ coherence in learning experiences
- ♦ strong core curriculum in child and adolescent development and learning, subject matter, pedagogy, assessment, and social and cultural contexts
- ♦ explicit standards for performance and professional practice
- ♦ extensive supervised clinical experiences, linking theory and practice
- ♦ use of performance assessments and evaluation

College Mission

The mission of the University of Minnesota, Crookston Teacher Education unit is to develop beginning teachers as engaged learners who know how to create motivating environments, work with diverse students, adapt curriculum and practices, model ethical practices, and make reflective decisions that support and extend the learning of children/students in any setting.

College Conceptual Framework:

The conceptual framework of UMC's Teacher Education programs provides structure and direction to our teaching, scholarship, and service. We set forth our vision, declare what we value, describe our shared

philosophy of teaching and learning, summarize our theoretical and empirical foundation, provide a guidepost for program development, and outline what we will accomplish. Our Conceptual Framework includes three (3) essential components:

1. Learner-centered paradigm
2. Five unifying themes that guide the curriculum and prepare candidates to:
 - a. Focus on the nature of learners
 - b. Create a motivating environment
 - c. Demonstrate content expertise
 - d. Build Partnerships
 - e. Reflect as a practitioner
3. Five dispositions for educators
 - a. Respect
 - b. Responsibility
 - c. Emotional maturity
 - d. Values learning
 - e. Integrity

Team findings for standards of MN RULE 8705.1000

STANDARDS		
	Rule 8705.1000	Findings/Comments
Sub.2	A. the unit provides professional education programs with a clear and consistent conceptual framework threaded throughout the instructional program based on research, theory, and accepted practice	MET
	B. the unit provides and assures that candidates complete a professional sequence of courses based on the standards for both pedagogy and subject matter under parts 8710.2000 to 8710.8080	MET WITH COMMENT DURING WORK-BASED LEARNING PROGRAM REDESIGN IT MAY BE HELPFUL TO CONSIDER A WIDER ARRAY OF WORK THAN AGRICULTURE-BASED WORK.
	C. the unit provides and requires candidates in teacher preparation programs to have completed a program of general studies in the liberal arts and sciences equivalent to the requirement for persons enrolled in programs at their institution not preparing persons for teacher licensure	MET
	D. the unit provides programs that require candidates in teacher preparation programs to demonstrate content-specific competence of the licensure field	MET
	E. the unit sets forth clear expectations specific to locally determined indicators of professional dispositions and has a	MET

STANDARDS		
	Rule 8705.1000	Findings/Comments
	process for assessing those expectations	
	F. the unit’s programs instruct candidates to use Minnesota kindergarten through grade 12 student academic standards, or if unavailable, national discipline-specific standards for lesson planning and teaching	MET
	G. the unit requires that teacher candidates demonstrate the ability to use prekindergarten through grade 12 student performance data to make instructional decisions	MET WITH COMMENT REVIEWERS SUGGEST THAT THE UNIT BE ABLE TO DEMONSTRATE MORE EXPLICITLY HOW IT REQUIRES THE CANDIDATES TO USE STUDENT PERFORMANCE DATA.
	H. the unit’s programs were developed in collaboration with academically qualified faculty, along with licensed, experienced school personnel in the content area, and other stakeholders	MET
	I. the unit’s programs require candidates to complete coursework in methods of teaching the content and scope for which they are preparing to be licensed.	MET WITH COMMENT SEE 2B
	J. the unit’s programs evidence culturally responsive curricula.	MET
	K. the unit’s programs evidence direct training in the expectations published in the Minnesota Code of Ethics for professional practice and related Minnesota Statutes.	MET
Sub.3	A. the teacher licensure programs incorporate a range of planned and supervised field-based experiences prior to student teaching that provide candidates opportunities to demonstrate the unit’s indicators of professional dispositions and the required skills and knowledge under parts 8710.2000 and 8710.8080 spanning the scope of the license.	MET
	B. the unit has a process to assure that programs provide and require experiences in the field aligned to the scope and content of the licensure field sought.	MET
	C. the unit has a process to assure that all candidates have experiences with diverse populations, including students with a range of exceptionalities, and students representing a diversity of socioeconomic, linguistic, cultural, ethnic, and racial backgrounds.	MET
	D. the unit has a process for and establishes collaborative school partnerships for field experience placements.	MET
	E. the unit has a process to verify that school personnel who host teacher candidates or supervise related services	MET

STANDARDS		
	Rule 8705.1000	Findings/Comments
	candidates hold a valid Minnesota license, or the equivalent, for their assignments.	
	F. the unit has an established process and criteria for the selection of school-based partner sites and cooperating teachers to assure that partners model effective instructional practices, and that the cooperating teachers model the incorporation of state prekindergarten through 12 student academic standards in their teaching.	MET
	G. for initial licensure, each program requires a student teaching period of a minimum of 12 continuous weeks, full time, face-to-face, which could be split into two placements, and in compliance with program-specific field experience and student teaching requirements set forth in parts 8705.2000 to 8705.2600 and parts 8710.6000 to 8710.6400.	MET
	H. related services licensure programs incorporate a range of planned and supervised field experiences providing opportunities to demonstrate the required skills and knowledge of their specific field under parts 8710.6000 to 8710.6400.	N/A
Sub.4	A. multiple criteria and assessments are identified and used to admit candidates who demonstrate potential for professional success in teaching.	MET
	B. plans, policies, and practices for admission and retention of a diverse candidate pool.	MET
	C. a plan for uniformly assessing and, as appropriate, giving credit to candidates, including out-of-state, transfer, nontraditional, or post baccalaureate, for knowledge and skills acquired through prior academic preparation and teaching experiences that meet licensure requirements, and must maintain records to support decisions made.	MET
Sub.5	A. provides appropriate and accurate academic and professional advisement at a candidate's admission and throughout the candidate's professional education program.	MET
	B. assures that candidates have access to accurate published information describing the teacher preparation programs' requirements, including information about state-required teacher licensure examinations	MET WITH COMMENT IT APPEARS AS THOUGH A MORE CENTRALIZED CLEARINGHOUSE OF INFORMATION WOULD SUPPORT CANDIDATE SUCCESS.
	C. has a defined student appeals process including a published reference to Minnesota Statutes, section 122A.09, subdivision 4, paragraph (c)	MET

STANDARDS		
	Rule 8705.1000	Findings/Comments
	D. ensures that candidates are provided information on resources available for personal, professional, and career counseling as well as academic support services.	MET
Sub.6	A. maintaining complete, accurate, consistent, and current records of candidate progress through the programs, including coursework, field experiences and other program requirements.	MET WITH COMMENT THE TEAM RECOMMENDS CREATING A DIGITAL, CENTRALIZED RECORD KEEPING SYSTEM FOR SUSTAINABILITY.
	B. monitoring and assessing candidates' attainment of standards of parts 8710.2000 and 8710.8080 at a minimum of three identified checkpoints after admission throughout the professional education sequence.	MET
	C. a uniform, operational assessment system applied to candidates in all licensure programs which identify key assessments, including performance assessments.	MET
	D. evidence that multiple assessments are used to demonstrate candidates' academic competence in the content they plan to teach.	MET
	E. evidence that assessment of teacher candidate performance includes data about the performance of the students they teach.	MET
	F. an established and published set of exit criteria and outcomes from each program consistent with the licensure requirements of the Professional Educator Licensing and Standards Board.	MET
Sub.7	A. a unit collects, aggregates, analyzes, and uses aggregated data from its key assessments to evaluate program effectiveness and to make program improvement changes.	MET
	B. the unit has a process to collect and evaluate aggregate data as required by parts 8705.2000 to 8705.2600 for the purpose of biennial continuing program approval.	MET
	C. the unit has an operational process to obtain feedback from graduates and employers of graduates on the performance of graduates for use in program evaluation.	MET
	D. the unit has an advisory group with external members including cooperating teachers, other school partners, and graduates that regularly assist with the ongoing evaluation and improvement of programs.	MET
Sub.8	A. the unit ensures that all education faculty are qualified by advanced academic preparation for the faculty member's current assignments.	MET
	B. the unit verifies that faculty assigned to teach in the	MET

STANDARDS		
	Rule 8705.1000	Findings/Comments
	education program are actively engaged in professional organizations, other education-related endeavors at the local, state, or national levels, and ongoing involvement in prekindergarten through grade 12 schools.	
	C. the unit actively recruits and has plans, policies, and practices for hiring diverse faculty.	MET
	D. each licensure program has a faculty member designated as the program leader who is qualified by advanced academic preparation in that content area and who has responsibility for understanding current Professional Educator Licensing and Standards Board licensure standards and expectations for that licensure program.	NOT MET THE TEAM WAS UNABLE TO VERIFY ADVANCED PREPARATION IN THE CONTENT AREA.
	E. the unit provides the support for faculty to engage in professional development to enhance intellectual and professional vitality to ensure that they model effective delivery of instruction.	MET
	F. the unit has a system to provide feedback to faculty based on candidate evaluation of faculty effectiveness and candidate data.	MET
	G. the unit demonstrates that faculty assigned to instruct and assess the subject matter content have advanced academic preparation to teach the content.	MET
	H. the unit ensures that all faculty who are assigned to teach content-specific methods courses have advanced academic preparation in that content, and have at least one academic year of prekindergarten through grade 12 teaching experience in that content area and scope.	NOT MET SEE 8D.
	I. the unit ensures that all faculty who supervise student teaching must have advanced academic preparation and have at least one academic year of prekindergarten through grade 12 teaching experience aligned to the scope of the licensure programs they supervise.	NOT MET THE TEAM WAS UNABLE TO VERIFY ADVANCED PREPARATION IN THE CONTENT AREA.
	J. the unit has a policy in place expecting faculty to demonstrate teaching that reflects knowledge and experience with diversity and student exceptionalities.	MET WITH COMMENT STRONGER POLICIES AND PRACTICES ARE NEEDED TO ENSURE THE FACULTY IS DEMONSTRATING KNOWLEDGE AND EXPERIENCE WITH DIVERSITY AND EXCEPTIONALITIES IN THEIR TEACHING.
Sub.9	A. the unit leader has responsibility for implementing current Professional Educator Licensing and Standards Board	MET

STANDARDS		
	Rule 8705.1000	Findings/Comments
	requirements and approval processes.	
	B. the unit leader has responsibility for submitting required federal and state reports related to teacher preparation and licensure.	MET
	C. the unit leader facilitates ongoing communication and collaboration with unit and arts and sciences faculty members for developing, implementing, and maintaining continuity of licensure programs to ensure that content standards are being taught and assessed as approved.	MET
	D. the unit leader facilitates ongoing communication and collaboration with prekindergarten through grade 12 school partners to ensure quality field placements and to maintain the integrity of programs.	MET
	E. the unit leader is responsible for arranging training for cooperating teachers that addresses their role, program expectations, candidate assessments, procedures, and timelines.	MET
	F. the unit leader provides periodic orientation to PELSB standards, both unit and program-specific, to all unit faculty, including adjuncts and part-time instructors, to ensure program integrity and consistency.	MET
	G. the unit leader monitors the institutional and unit long-range plans to ensure the ongoing vitality of the unit and its programs, and the future capacity of its physical facilities.	MET
	H. the unit leader is responsible for submitting licensure program proposal applications and program effectiveness reports to PELSB for approval.	MET
	I. the unit leader is responsible for administering all licensure programs as approved and for notifying the board of any changes to approved programs through the biennial program reporting process.	MET
	J. the unit leader is authorized to recommend for teacher licensure candidates who have completed the unit's teacher preparation programs.	MET
	K. the unit leader has a monitoring process in place and is responsible for ensuring that candidates successfully complete all PELSB licensure assessments before recommending a candidate for licensure.	MET
Sub.10	A. responsibility and authority for teacher preparation programs are exercised by a defined administrative and instructional unit, for example a department, division, school, or college of education.	MET
	B. the unit is directly involved in the areas of faculty selection and assignments, tenure, promotion, and retention	MET

STANDARDS		
	Rule 8705.1000	Findings/Comments
	decisions.	
	C. the unit is directly involved in decisions about recruitment and admission of candidates, curriculum decisions, evaluation and revision of programs, and the allocation of resources for licensure programs.	MET
	D. the unit has sufficient financial and physical resources and institutional support to sustain teacher preparation programs including adequate budgets, classroom and office space, technology support and equipment, supplies, and materials.	MET
	E. the unit has sufficient numbers of faculty to teach in the licensure programs to ensure consistent quality and delivery of the program over time.	MET
	F. the unit has workload policies and adequate resources to enable all faculty who teach in licensure programs the time and resources to accommodate teaching, advising, assessment of candidates and programs, research, scholarship, program administration, committee work, supervision, and service to schools and community.	MET
	G. candidates and faculty have access to current books, journals, and electronic information that support teaching, learning, and scholarship.	MET
	H. candidates and faculty in the unit have training in and access to current education-related technology to support teaching, learning, and scholarship.	MET
	I. the unit has sufficient faculty, administrative staff, support, and technical staff to ensure consistent delivery and quality of programs and to comply with all board reporting requirements to maintain unit and program approval.	MET WITH COMMENT THE TEAM RECOMMENDS A MORE SUSTAINABLE METHOD OF COLLECTING, RECORDING, AND ANALYZING DATA ESPECIALLY IN THE AREA OF FIELD EXPERIENCE RECORDKEEPING.
	J. the unit has the capacity and established operational processes to obtain periodic external feedback on the performance of graduates as required for continuing program approval.	MET

Accolades: While on-site the team was made aware of some commendable practices and they are mentioned here:

1. The team was highly impressed that the candidates and staff were so well-versed in the Minnesota Code of Ethics.
2. The team wants to praise the unit for the exemplary job it has done with training its adjunct faculty.
3. The team wants to give accolades to the unit for creating a culture of collegiality. Communication and collaboration among faculty is apparent and has a positive impact on the unit and its programs.

The team will recommend to the Professional Educator Licensing and Standards Board that University of Minnesota, Crookston receive:

Full Continuing Approval through June 30, 2024 with the condition of an interim report due by April 1, 2020 showing compliance to the not met standards: 8705.1000, 8D, 8H, and 8I.

APPENDIX 'A'

<G:\BOARD OF TEACHING\UNIT ONSITE REVIEWS\SITE SPECIFIC DOCUMENTS\U OF M. CROOKSTON\U OF M CROOKSTON INTERVIEWEES PELS B EVALONSITE OCT 2018.PDF>

Comprehensive listing of all individuals interviewed

APPENDIX 'B'

<..\UNIT REPORTS\UMN CROOKSTON\TEAM UM CROOKSTON EXHIBIT LIST.PDF>

Comprehensive listing of all exhibits reviewed

APPENDIX 'C'

<..\UNIT REPORTS\UMN CROOKSTON\8705.1000 INSTITUTIONAL REPORT\UMN CROOKSTON COMPLIANCE REPORT.PDF>

END OF REPORT