



Welcome!

- Thank you for coming this afternoon.
- Please look for your folder and name tag to find your place to sit.
- Then help yourself to a light lunch before the meeting begins.

Licensure Advisory Council

**Martin Luther College
Chapel Fellowship Room
October 11, 2016
4:30 – 6:30 pm**

New MLC Faculty



Professor Craig Hirschmann

Professor of Music



Professor David Scharf

Professor of Theology



Tutor Nathan Wordell

Latin Instructor

New LAC Members

Kay Fjeld

GFW Elementary School, Special Education, Grades K-2

Amber Schaefer

Jefferson Elementary School, Grade 1

Ben Olson

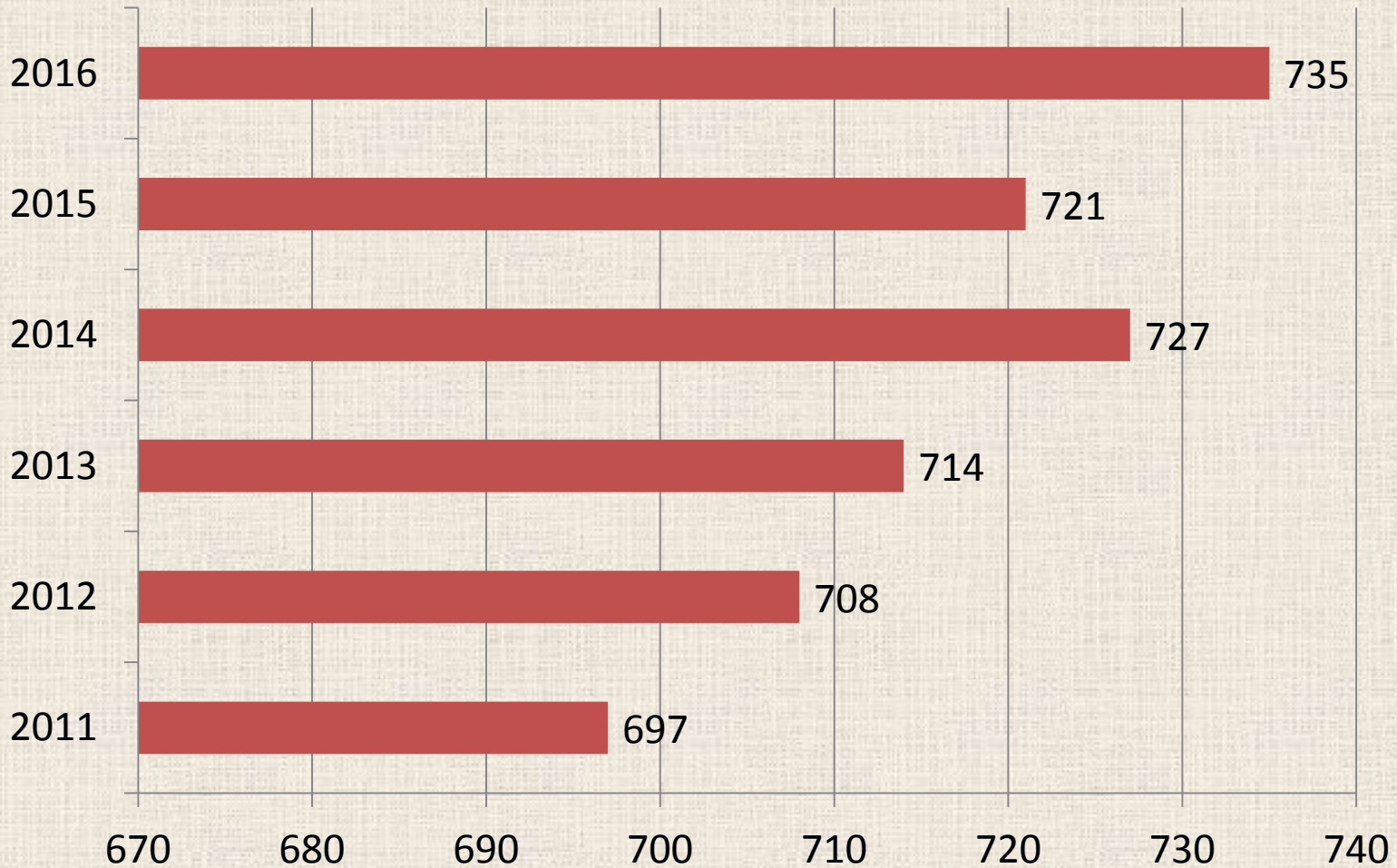
New Ulm Public School, Physical Education, K-12

Elizabeth Klugherz

MLC Early Childhood Learning Center, Director

APRIL 12, 2016 MINUTES

Martin Luther College



Fall Enrollment

Professor Paul Tess

October 11, 2016

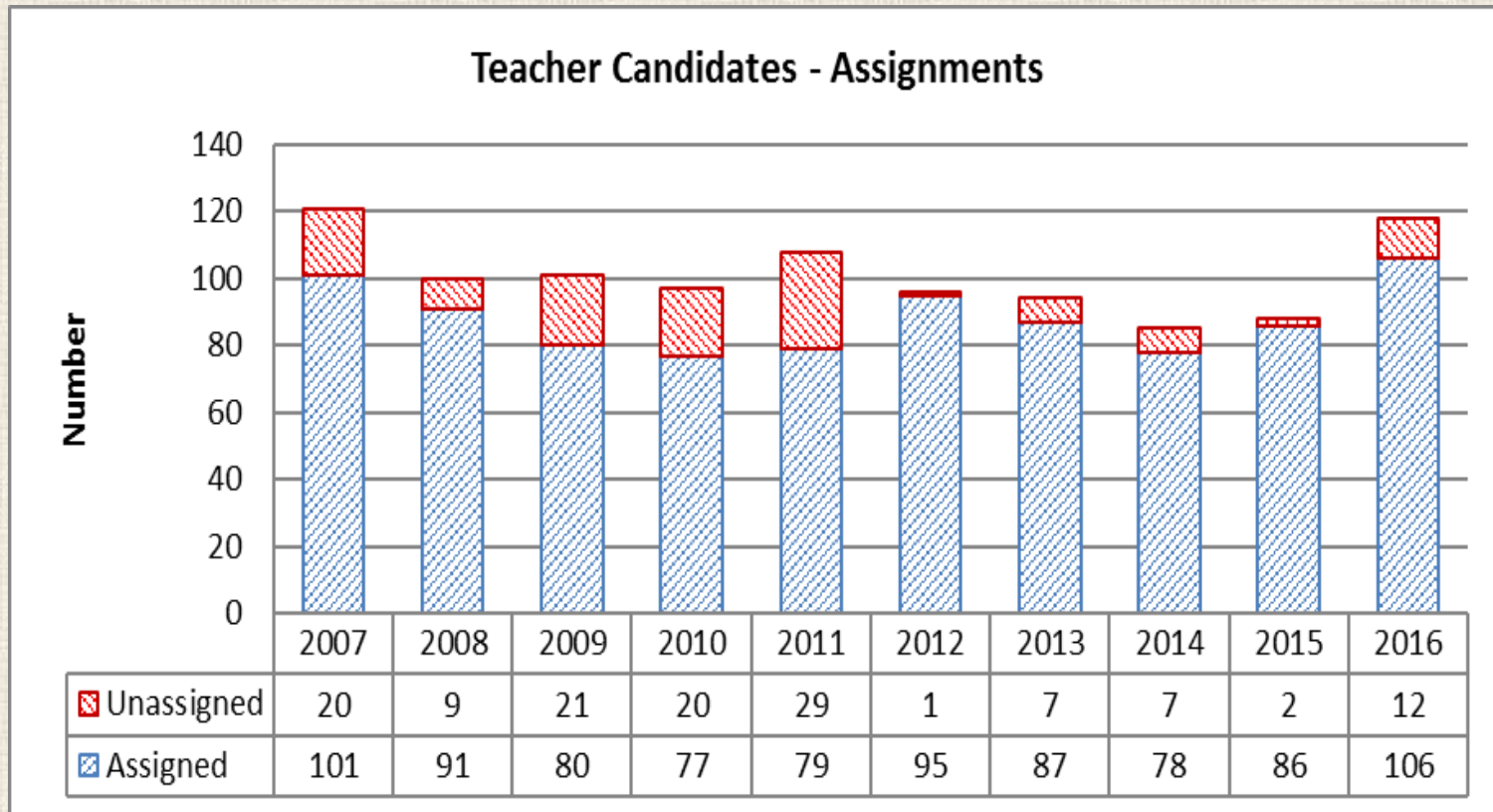
REPORT FROM THE FIELD EXPERIENCES DIRECTOR

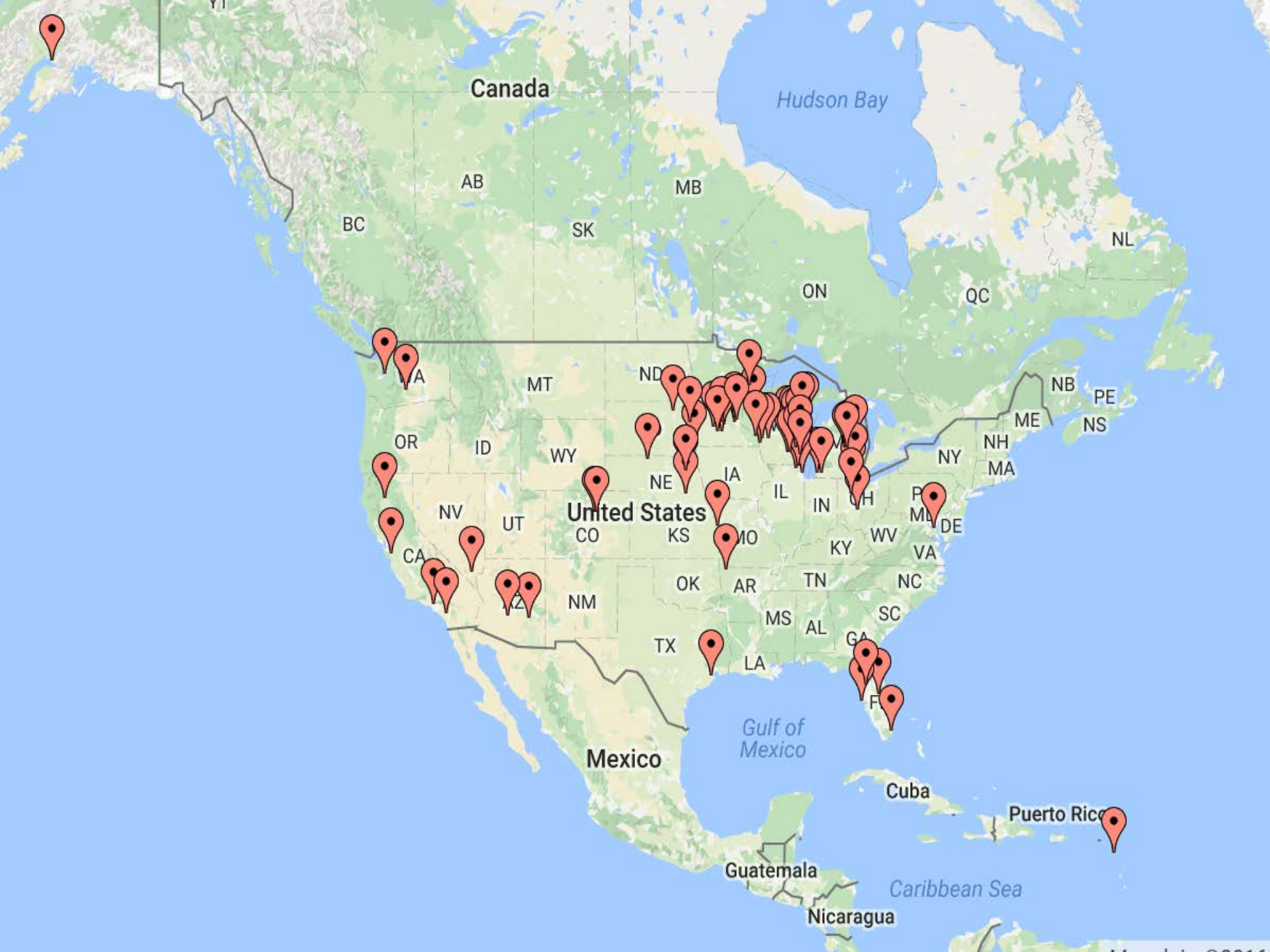


**“Prepares men and women for
service as teachers in the synod's ...
schools.”**

May 2016 Graduation

- 106 assignments (up 20 from May 2015)
- 40+ requests went unfilled (similar to 2015)
- 1 international teacher (down 5)





Additional Duties

Duty	2012	2013	2014	2015	2016
Athletic Director	3	2	4	1	3
ECE Director	9	6	6	5	3
Coach	8	7	4	4	11
Organist	2	5	9	1	2
PE	1	2	2	6	5
Principal Apprentices	4	7	5	8	6
Principal Training Prog.			1	3	3
Church music	2	0	0	0	0
School music	10	9	4	4	1
Spanish	6	5	1	3	2
Technology	0	2	0	0	0
Tutor (dorm)	11	8	17	24	24

Additional Duties

Duty	2012	2013	2014	2015	2016
Athletic Director	3	2	4	1	3
ECE Director	9	6	6	5	3
Coach	8	7	4	4	11
Organist	8	7	9	1	2
Principal Apprentices	2	6	5		
Principal Training Prog.	5	8	6		
	1	3	3		
	0	0	0		
School music	10	9	4	4	1
Spanish	6	5	1	3	2
Technology	0	2	0	0	0
Tutor (dorm)	11	8	17	24	24

5 Emergency Teachers

- Des Moines, Washington
- Kenosha, WI
- Milwaukee, WI
- Peridot, AZ
- Saginaw, MI





Early Field Experience I 2016



FIELD EXPERIENCES



LICENSURE



RESOURCES

New and Improved – Guide for Program Success (GPS)

[Read it](#)

MN Rule

Admission to upper division or graduate coursework.

Candidates for an initial license shall provide official evidence to the institutions they attend of having taken the examinations adopted under subpart 1, item A, before enrolling in upper division coursework in the professional education sequence.

(8710.0500 Subpart 8)

Professor Paul Tess

October 11, 2016

REPORT FROM THE EDUCATION DIVISION CHAIRMAN

Assessment Day 2016 – May 16, 2016

Student Learning Goal

Institutional Goal Impacted

Division Mission Statement

Programs Impacted

Majors Assessed

Student Learning Outcome

Course Artifacts/Measures

Criteria for Success

The teacher candidate plans and manages instruction based upon knowledge of the subject matter, the students, the community, and curricular goals.

To assist the student in acquiring the knowledge, attitudes, and skills needed for service in the church.

The teacher candidate will acquire the knowledge, attitudes, and skills needed for service in the church, specifically for service in Lutheran churches, early childhood educational settings, elementary schools, and secondary schools.

Education

Early Childhood Education, Elementary Education, Secondary Education

The teacher candidate demonstrates ability to develop lesson plans/procedures to meet students' needs.

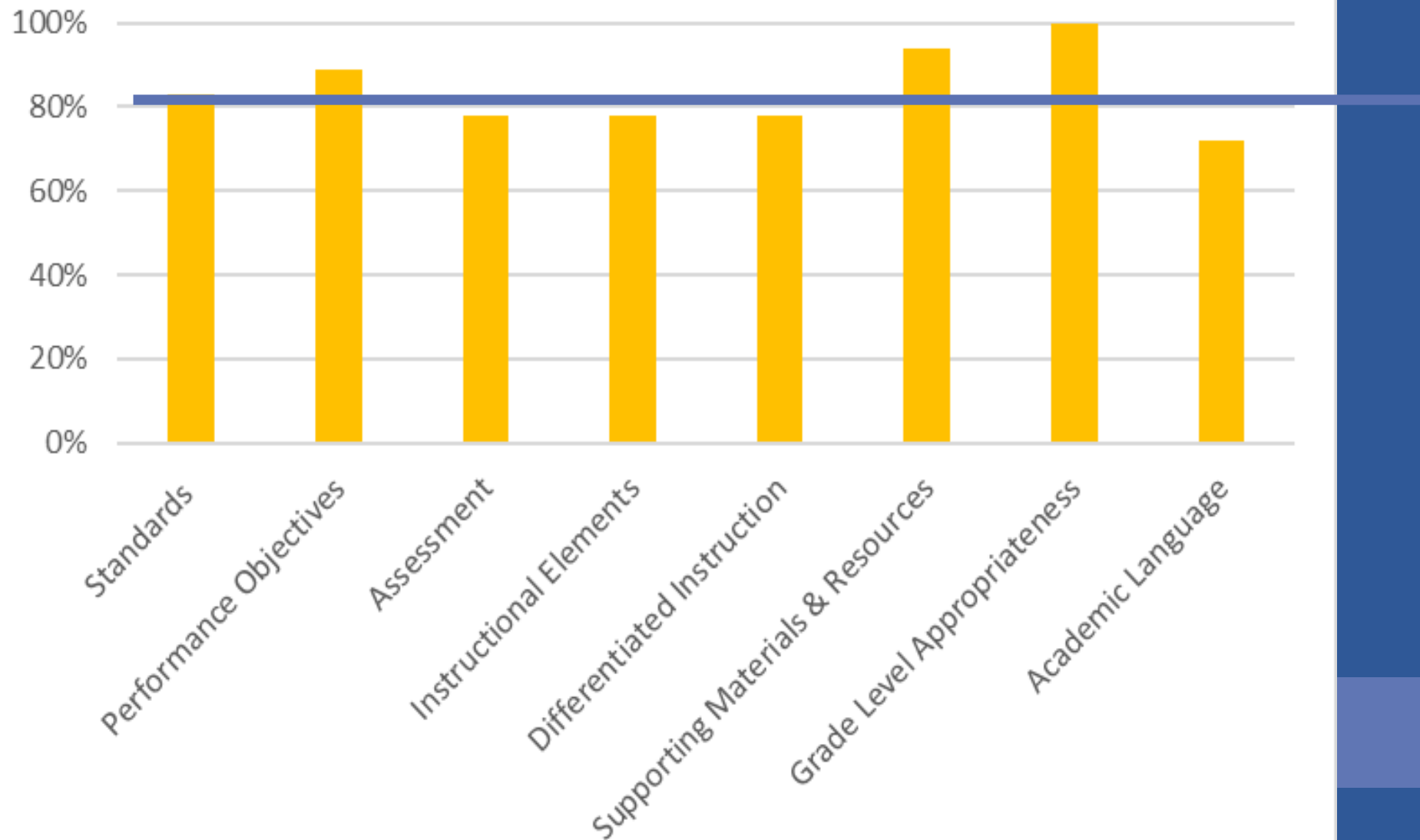
Mathematics lesson plans from student teaching

For each rubric criterion, 90% of sampled plans are assessed to be at the proficiency level or higher (3 or 4)

Lesson Plan #_____

CRITERIA	4	3	2	1	Your Score
Standards	Key standards are cited and quoted. Lesson is guided by standards.	Some relevant standards are cited and quoted. Lesson is influenced by standards. May have too many or too few standards included.	Standards are alluded to in lesson, and lesson is related to standards.	No standards are mentioned in lesson. Lesson is not related to standards.	
Performance Objectives	Objectives provide a clear sense of what students will know, do, and understand as a result of the lesson. All objectives are clearly and closely related to standards.	Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	Objectives are missing, unclear, or are unrelated to standards.	
Assessment	Assessment is directly aligned to objectives and standards. Designed to elicit clear, observable evidence of the degree to which objectives are met.	Assessment is related to objectives and standards. Assessment is less accessible for all students but effectively measures mastery.	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students.	Assessment is unrelated to objectives and standards.	
Instructional Elements	Elements provide a logical, complete path to meeting objectives. No elements are extraneous or irrelevant.	Elements relate to objectives and may contain minor gaps in flow. A few items may be extraneous or irrelevant.	Elements relate peripherally to objectives. Some elements are extraneous or irrelevant resulting in major gaps in lesson progression.	Elements are unrelated to objectives and so the path is misleading.	
Differentiated Instruction	Lesson clearly offers appropriate, creative, and well-integrated differentiation based on environment, process, content, or product.	Lesson includes some differentiated instruction based on environment, process, content, or product.	Lesson plan includes minimal differentiated instruction or the differentiation is not supportive of learning.	No differentiation of instruction is mentioned.	
Supporting Materials & Resources	Materials enhance lesson significantly and are integral for achievement of objectives. All resources needed for this lesson are included in plan.	Materials enhance lesson and assist the student in working toward objectives. Resources are included in plan.	Materials do not enhance lesson. Some resources needed are not included in plan.	No supporting materials are included. Many resources needed for lesson are not included in plan.	
Grade Level Appropriateness	All objectives and activities are appropriate for the intended grade level.	Most objectives and activities are appropriate for the intended grade level.	Some, but not all, objectives and activities are appropriate for the intended grade level.	Objectives and activities are inappropriate for the intended grade level.	
Academic Language	Vocabulary, symbols, and language demands are central to and embedded in the plan.	Vocabulary, symbols, and language demands are appropriate for most students' language development.	Language development of the students is minimally evident.	No consideration is given for academic language in the plan.	

Lesson Planning





“Create an assessment course for elementary and secondary majors.”

What is co-teaching?

Co-teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.



The screenshot shows the St. Cloud State University website. The header features the university's name in white on a red background. Below the header is a dark navigation bar with links for 'About Us', 'Admissions', 'Academics', and 'Campus Life'. The main content area has a title 'The Academy for Co-Teaching & Collaboration'. To the left of the main text is a sidebar with a light gray background containing links: 'Benefits of Co-Teaching', 'Research and Resources', 'Training Opportunities', 'Common Questions', and 'Contact Us'. The main text area begins with the heading 'Academy for Co-Teaching' followed by a paragraph: 'St. Cloud State has created, implemented, and refined a co-teaching model. This innovative work was originally funded by a U.S. Department of Education Enhancement Partnership Grant for \$1,000,000.' Below this paragraph is a sub-heading 'What is co-teaching?' followed by the definition: 'Co-teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.'

ST. CLOUD STATE
UNIVERSITY

About Us ▾ Admissions ▾ Academics ▾ Campus Life ▾

The Academy for Co-Teaching & Collaboration

- Benefits of Co-Teaching
- Research and Resources
- Training Opportunities
- Common Questions
- Contact Us

Academy for Co-Teaching

St. Cloud State has created, implemented, and refined a co-teaching model. This innovative work was originally funded by a U.S. Department of Education Enhancement Partnership Grant for \$1,000,000.

What is co-teaching?

Co-teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.

MCA - Math



MCA - Reading



For Discussion

How does a co-teaching model of student teaching fit MLC and our partner schools?

MN Statute 122A.09

“(d) The board must provide the leadership and adopt rules for the redesign of teacher education programs to implement a research based, results-oriented curriculum that focuses on the skills teachers need in order to be effective. Among other components, teacher preparation programs may use the Minnesota State Colleges and Universities program model to provide a school-year-long student teaching program...”

What are your reactions to a full year of student teaching?

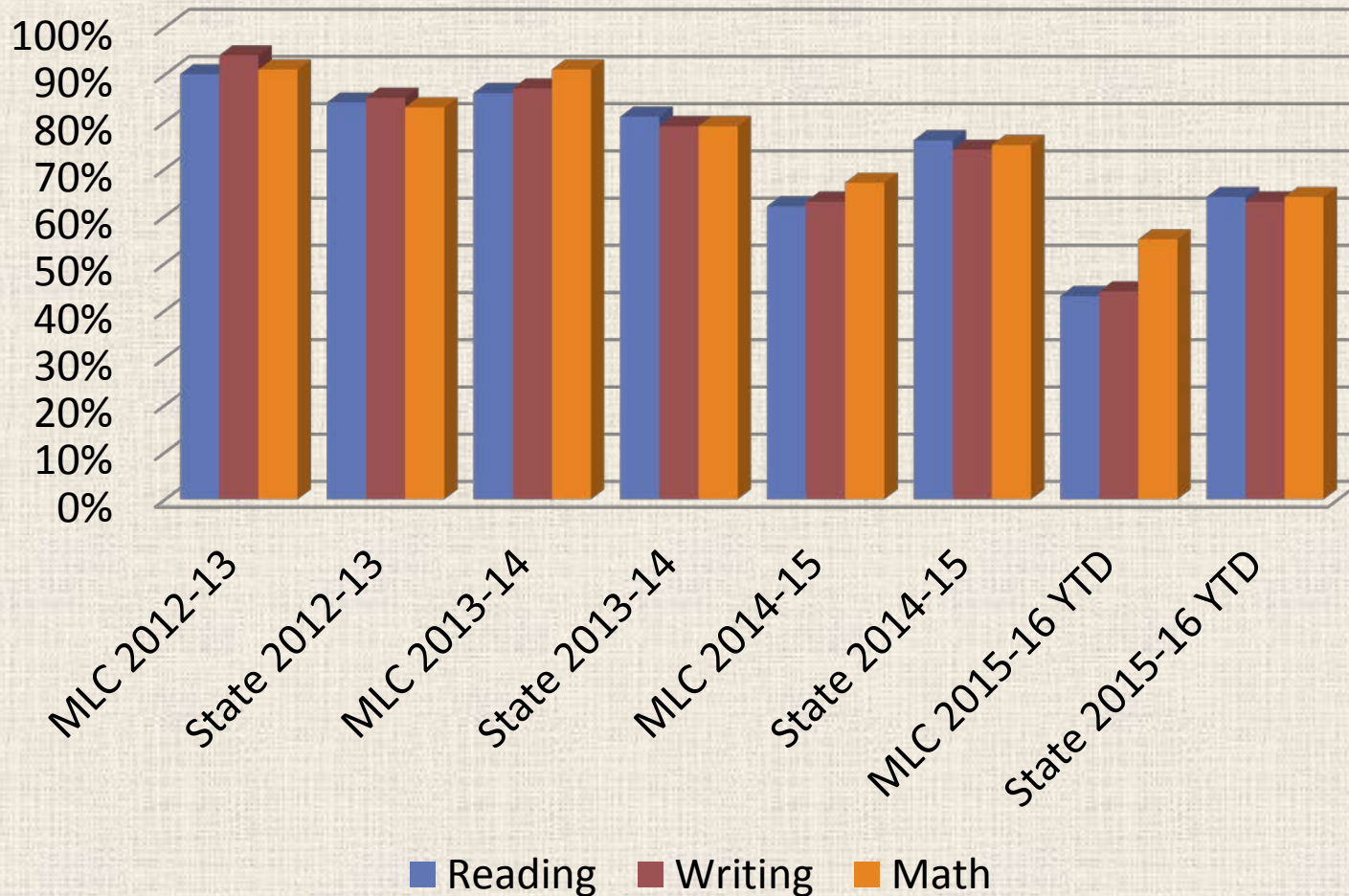
Dr. Cindy Whaley

October 11, 2016

REPORT FROM THE LICENSURE OFFICER

Basic Skills Exam Data Analysis

Best Attempts



Other Basic Skills Exams

ACT Plus Writing

Year	Best Attempt
2010-11	76%
2011-12	77%
2012-13	56%
2013-14	67%
2014-15	61%
2015-16	50%

SAT

Year	Best Attempt
2010-11	67%
2011-12	67%
2012-13	56%
2013-14	100%
2014-15	50%
2015-16	100%

Testing

Requirements for teacher licensure in Minnesota include passing a series of exams to demonstrate competency in reading, writing, mathematics, pedagogy and licensure field specific content.



BASIC SKILLS EXAM



MTLE CONTENT & PEDAGOGY

MLC Licensure Testing Webpage

<https://mlc-wels.edu/licensure/testing/>

Public School Placements

2016-17
Semester 1

CLINICALS		
SCHOOLS	SUPERVISORS	CLINICAL STUDENTS
Comfrey Elementary	1	1
Creative Kids - New Ulm	1	2
Fairmont Elementary	6	10
Fairmont Jr/Sr HS	2	2
GFW Elementary - Gibbon	6	8
GFW HS - Winthrop	1	1
Jefferson Elementary	7	11
Lafayette Public Charter	1	1
Lake Crystal Wellcome Memorial Elementary	1	2
MN New Country School - Elementary	2	2
Nicollet Elementary	2	3
Nicollet Secondary	1	1
Redwood Valley HS	1	1
Reede Gray Elementary - Redwood Falls	1	1
Sleepy Eye Elementary	4	5
Sleepy Eye HS	2	2
Springfield Elementary	6	12
St. James Northside Elementary	2	4
St. John Early Childhood Learning Center	1	1
Washington Learning Center - New Ulm	1	2
Windom Middle	1	1
TOTALS	50	73

STUDENT TEACHING		
SCHOOLS	SUPERVISORS	STUDENT TEACHERS
Cedar Mt. Elementary - Franklin	2	2
Comfrey Elementary	1	1
Comfrey Secondary	1	1
Fairmont Jr/Sr HS	1	1
GFW Elementary - Gibbon	8	10
GFW Middle - Fairfax	1	1
Hutchinson HS	2	2
Jefferson Elementary	3	4
Lafayette Public Charter	1	2
Lake Crystal Wellcome Memorial Secondary	1	1
MN New Country School - Elementary	1	1
MN New Country School - Secondary	1	1
New Ulm HS	4	4
New Ulm MS	3	3
Nicollet Elementary	2	2
Oak Point Elementary - Eden Prairie	1	1
Redwood Valley Middle	2	2
Redwood Valley HS	2	2
Reede Gray Elementary - Redwood Falls	1	1
Sleepy Eye HS	1	1
Springfield Elementary	1	2
St. James Northside Elementary	1	1
Windom Middle	2	3
Windom HS	3	3
TOTALS	46	52

* Lutheran school placements

edTPA Updates

The logo for edTPA, featuring the text "edTPA" in a white serif font on a red background. A white swoosh underline is positioned beneath the "A", and a small "TM" trademark symbol is located at the bottom right of the "A".

edTPATM

Section 1. Minnesota Statutes 2010, section 122A.09, subdivision 4, is amended to read:

d) “. . . Teacher preparation programs including alternative teacher preparation programs under section 122A.245, among other programs, must include a content-specific, board-approved, performance-based assessment that measures teacher candidates in three areas: planning for instruction and assessment; engaging students and supporting learning; and assessing student learning.”

Task 1: Planning for Instruction and Assessment

- **Rubric 1: Planning for Literacy Learning**

How do the candidate's plans build students' understanding of an essential literacy strategy for comprehending OR composing text and the skills that support that strategy?

- **Rubric 2: Planning to Support Varied Student Learning Needs**

How does the candidate use knowledge of his/her students to target support for students' literacy learning?

- **Rubric 3: Using Knowledge of Students to Inform Teaching and Learning**

How does the candidate use knowledge of his/her students to justify instructional plans?

- **Rubric 4: Identifying and Supporting Language Demands***

How does the candidate identify and support language demands associated with a key literacy learning task?

- **Rubric 5: Planning Assessments to Monitor and Support Student Learning**

How are the formal and informal assessments selected or designed to monitor students' use of the essential literacy strategy to comprehend OR compose text and related skills?

*Not included in World Language edTPA portfolios

Task 2: Instructing and Engaging Students in Learning

- **Rubric 6: Learning Environment**

How does the candidate demonstrate a positive literacy learning environment that supports students' engagement in learning?

- **Rubric 7: Engaging Students in Learning**

How does the candidate actively engage students in integrating strategies and skills to comprehend OR compose text?

- **Rubric 8: Deepening Student Learning**

How does the candidate elicit student responses to promote thinking and apply the essential literacy strategy AND related skills to comprehend OR compose text?

- **Rubric 9: Subject-Specific Pedagogy**

How does the candidate support students to learn, practice, and apply the essential literacy strategy for comprehending OR composing text in a meaningful context?

- **Rubric 10: Analyzing Teaching Effectiveness**

How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?

Task 3: Assessing Student Learning

- **Rubric 11: Analysis of Student Learning**

How does the candidate analyze evidence of student learning related to the essential literacy strategy and related skills?

- **Rubric 12: Providing Feedback to Guide Further Lessons**

What type of feedback does the candidate provide to focus students?

- **Rubric 13: Student Understanding and Use of Feedback**

How does the candidate support focus students to understand and use the feedback to guide their further learning?

- **Rubric 14: Analyzing Students' Language Use and Literacy Learning***

How does the candidate analyze students' use of language to develop content understanding?

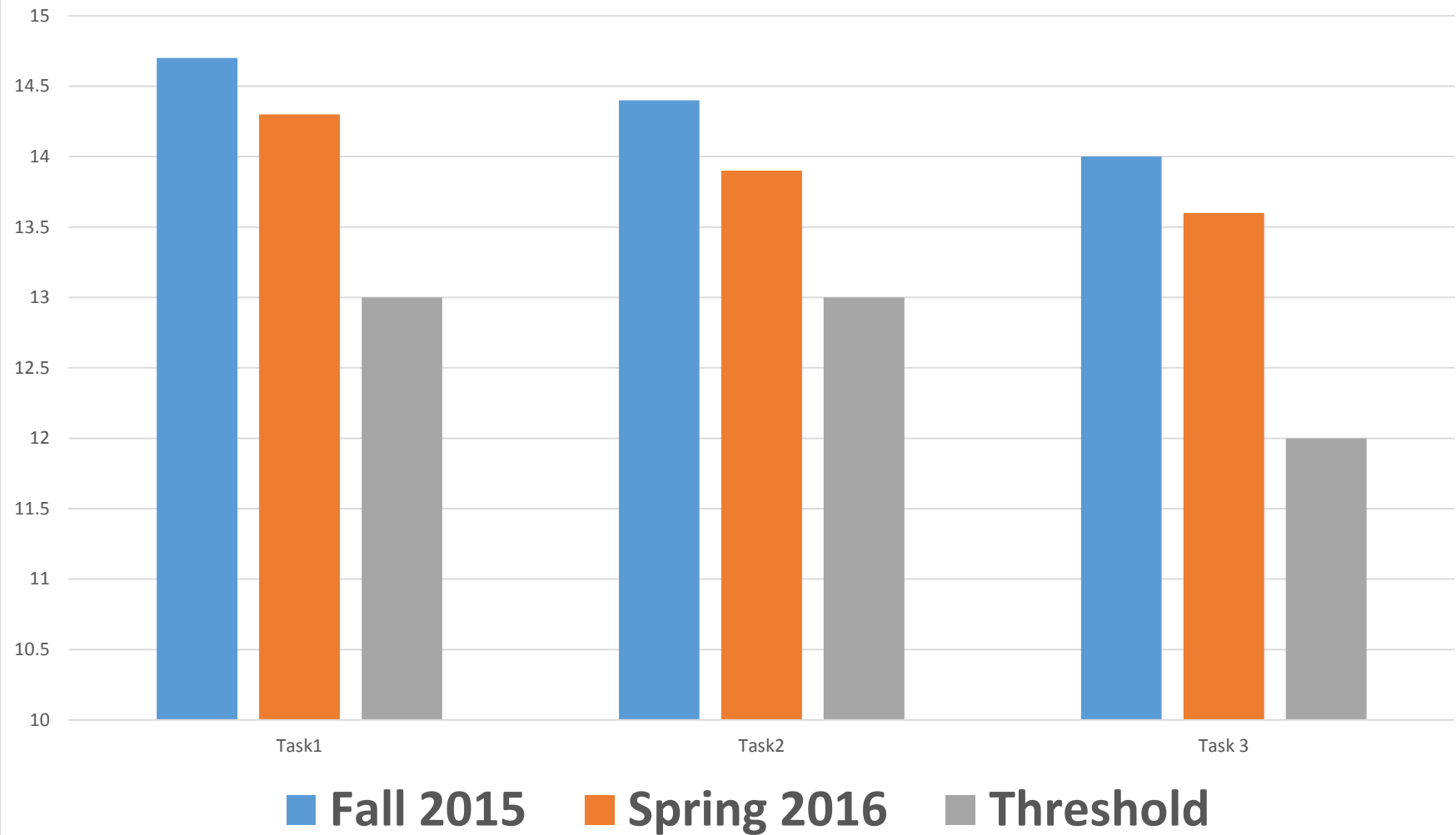
- **Rubric 15: Using Assessment to Inform Instruction**

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

*Not included in World Language edTPA portfolios

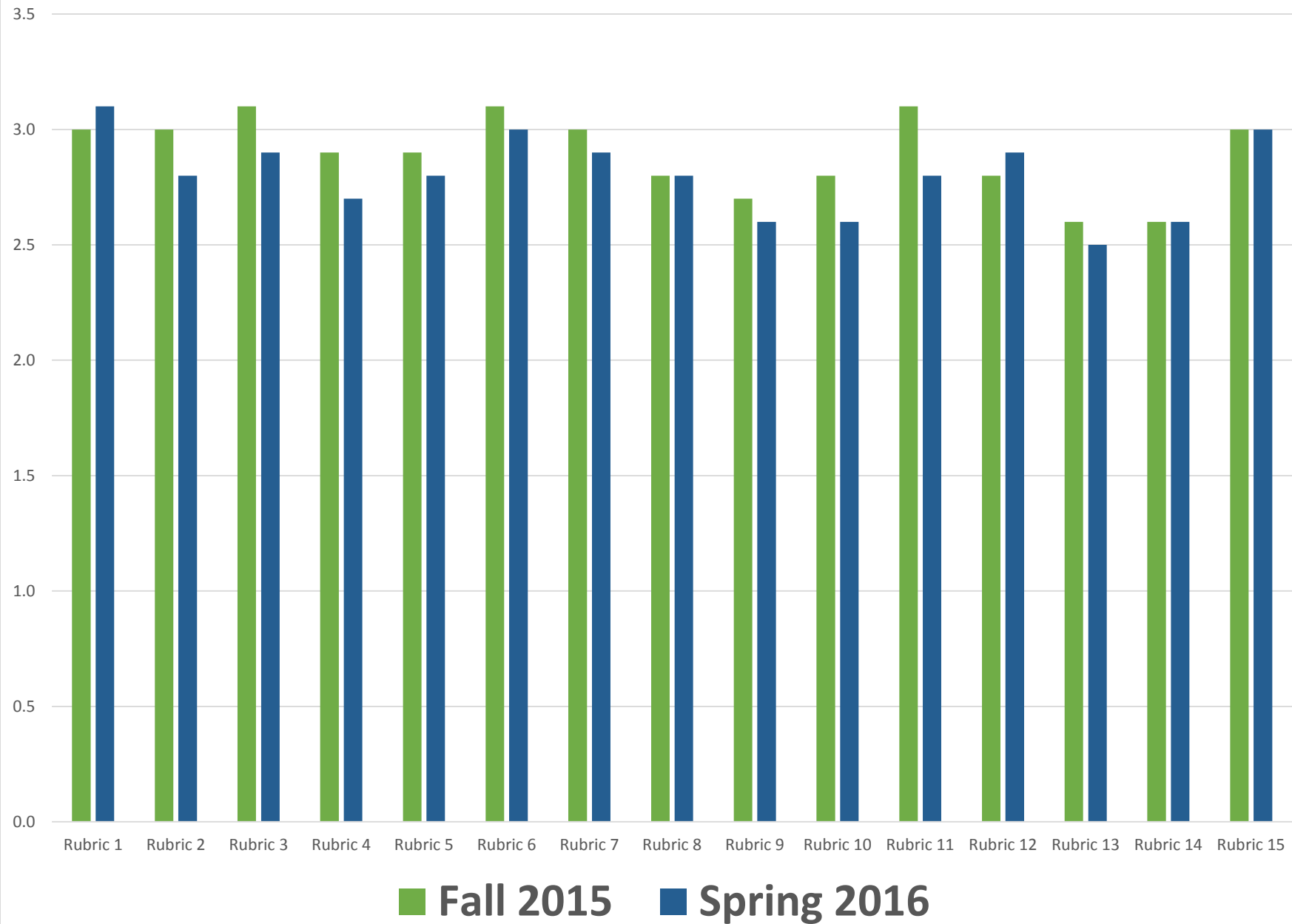
edTPA Data Analysis

MLC Averages



MLC edTPA Rubrics

2015-2016



PURPOSE: The remediation process is designed to support and encourage improvement.

1. The teacher candidate will have a preliminary meeting with the MLC edTPA Coordinator to discuss the task/s that need improvement and to determine how the candidate will make the improvement/s (face-to-face or via technology). Also at this meeting, a future meeting date will be decided upon where the candidate will explain in written and/or verbal form the necessary improvements that were made to the task/s.
2. The next meeting would involve a student teaching supervisor, the edTPA Coordinator, and the teacher candidate (face-to-face or via technology). The improvements the teacher candidate made to the task/s will be explained to the professors. The professors will assess both the old and new versions of the task/s and decide if the teacher candidate shows improvement on the task/s. The professors will immediately share the outcome with the teacher candidate and announce whether improvement has been made.

M/S/P by the Education Division 9/14/16

edTPA Remediation Policy

Discussion Time

RIPA/PERCA Updates

RIPA

R e q u e s t f o r I n i t i a l P r o g r a m A p p r o v a l

PERCA

P r o g r a m E f f e c t i v e n e s s R e p o r t f o r C o n t i n u o u s A p p r o v a l

LAC Student Representatives

- How many student representatives would serve?
- Should student representatives have completed edTPA?
- What would be the terms limits?

Discussion Time



**MLC LICENSURE
ADVISORY
COUNCIL**

Next Meeting

APRIL 11, 2017

4:15 pm Lunch

4:30 – 6:30 pm Meeting



MARTIN LUTHER COLLEGE

Thank you. Have a good evening!