

Licensure Advisory Council
November 7, 2017
4:15 – 6:30 pm
Chapel Fellowship Room, Martin Luther College

Attendance

Advisory Council Members: Mindy Berkner, Kay Fjeld, Missy Hunter, Liz Klugherz, Ben Olson, Amber Schaefer, Vickie Tambornino

Absent: Jim Buboltz, Heath Dobberpuhl, Kim Haroldson, April Lewandowski, Jill Morgan, Ron Wels

MLC Faculty: Ben Clemons, Daryl Hanneman, Larry Lotito, John Meyer, Jon Roux, Jon Schaefer, Paul Tess, Cindy Whaley, Jeff Wiechman

Absent: Bob Klindworth, Jen Krause, Cheryl Loomis, Jen Mehlberg, Ron Ohm, Scott Schmudlach

MLC Staff: Lynda Bauer, Bryanne Freitag, LaShawn Smith, Debbie Witte

Guest: Mark Bergmann, New Ulm High School principal (grades 9-12); Aaron Grimm, MN New Country – Elementary Communication Arts & Literature teacher (grades 4-6); Melissa Hanson, GFW Elementary teacher (grade 2); Pam Lendt, Tree House Preschool director and teacher; Alyssa Marshall, New Ulm Middle School SPED teacher (grades 5-6); Michelle Miller, New Ulm Middle School principal (grades 5-8); Beth Sletta, Jefferson Elementary STEM teacher (grades 1-4)

Welcome and introductions

Dr. Whaley called the meeting to order at 4:33 pm.

Introduction of New Members and Guests

The following have agreed to be members of LAC. They were introduced by Dr. Whaley.

- Lynda Bauer, MLC Administrative Assistant
- Jim Buboltz, Minnesota Valley Lutheran High School, Dean and Social Studies, Grades 9-12
- Bryanne Freitag, MLC Administrative Assistant
- Aaron Grimm, Minnesota New Country – Elementary, Communication Arts & Literature, Grades 4-6

Veteran LAC members explained to new members and guests what role the council plays. New faculty members were also introduced.

Approval of Minutes

The minutes of the April 11, 2017 meeting were unanimously approved as distributed.

Report from the Field Experiences Director – Professor Paul Tess

Mission. Prof. Tess stated the mission of MLC: “To train a corps of Christian witnesses who are qualified to meet the ministry work of the Wisconsin Evangelical Lutheran Synod (WELS).” Therefore, at graduation, MLC candidates are usually placed in WELS classrooms.

May 2017 Assignments. 117 graduates were placed in classrooms in 2017, but this is not all MLC’s graduates. The number of unassigned candidates remains stable at approximately 10 per graduating

class. WELS school assignments span the nation from Washington to Florida to Antigua, but remain predominantly in the Midwest.

Additional Extracurricular Duties. MLC graduates have other responsibilities outside their classrooms, i.e. coaching, school music, principal apprentice.

Principal Training Program. The principal apprentice program, established as a mentorship program for in-service new teacher/principals, is waning. In its place, the Principal Training Program is a 3-year program to develop principal candidates. Our first graduate of that program was assigned as a school administrator in May 2017.

21st Century Principal Initiative. Dr. John Meyer explained the 21st Century Principal Initiative: A person learns how to be a teacher for some time, then he joins a principal training program to train for administration. The program resembles administrator-training programs in the public sector. This is not a license eligible program.

Emergency Calls. For a year MLC emergency teachers, undergraduates who step out of their college programs, work in schools which have teacher shortages. This academic year MLC has 6 emergency teachers. These individuals are often double majors with one of their student teaching experiences already complete.

Student Teaching Numbers. The number of MLC student teachers have increased over the past years; our needs for cooperating teachers have also increased. We thank our cooperating teachers and administrators for hosting our student teachers.

Report from the Education Division Chair – Professor Paul Tess

Follow-up to Co-Teaching Discussion. In April 2017, the LAC discussed the co-teaching model of student teaching. MLC's three supervising professors attended a conference at St. Cloud State University over the summer, and they came home with promising aspects of this model. As a whole, this model does not fit MLC's current field experience programs, but certain parts will be helpful to incorporate into our clinical and student teaching experiences.

Assessment Day 2017 Results. In May 2017, MLC focused on the lesson plans prepared and taught during the Literacy Clinical in 2016-17. Eighty % was set as the benchmark for passing. MLC students did not achieve that target in any area of the lesson plan assessment rubric.

Suggestions from assessment day are to create a quick reference guide for differentiation (ASCD has reference guides), create a model lesson plan for clinical supervisors, and implement a co-teaching model within Literacy Clinical for Lesson 1 of the clinical experience.

Discussion: Where else could we look?

- Amber Schaefer suggested that students write objectives from the standards. When working with her clinical students this semester, she has seen much improvement in their lesson plans.
- Melissa Hanson said that clinical students' lesson plans look great, but she wonders if students think through the process step-by-step before teaching the lesson. She finds that the students deviate from their lesson plans when teaching; they "wing-it." Melissa asks them to practice teaching their lessons from the plans prior to teaching students.

- Vickie Tambornino said that she has a visual of the standard posted in her classroom for her to use as a reference as she teaches. It serves as a reminder as one teaches about where the lesson is directed.
- Prof. Jon Roux shared that he and Dr. Whaley met with all clinical students before the Semester 1 clinical experiences began to talk through lesson planning - objectives, differentiation, etc. The result is that lesson plans written for methods courses have improved. Has teaching the clinical lessons also improved? Students do not always demonstrated the follow-through that the professors were modeling in what they write in their reflection journal entries.

Skills Exams and Related Policies. Licensure requirement changes have been made for the basic skills exams. They will not be required for a Tier 3 initial teaching license. MLC students no longer need to complete the basic skills exams before registering for their upper-level classes. MLC has changed the Guide for Program Success to reflect this program requirement revision.

Report from the Licensure Officer – Dr. Cindy Whaley

The importance of you. MLC has 123 students in field experiences during Semester 1, 2017-18. Hutchinson Middle School has just agreed to work with MLC student teachers. Thank you to all public school cooperating teachers.

Special Education Undergraduate Update. Request for Initial Program Approval (RIPA) is the process by which colleges requests an initial program approval for state licensure. MLC received approval in May 2017 for the Special Education undergraduate program RIPA. MLC's program prepares for an ABS (academic behavioral specialist) license. MLC graduates will also be able to renew their ABS licenses.

Special Education Masters Update. (See salmon-colored handout). On November 2, 2017, the RIPA process for MLC's Special Education Master's program was submitted to the state. This program will be open to any teacher. Approval may be granted in less than a year.

Program Effectiveness Reports for Continuing Approval (PERCA) Update. PERCA updates every two years. MLC sends 43 programs, undergraduate and post-baccalaureate, to the state for review. The 2017 PERCA was sent to the state through an electronic reporting system on October 29, 2017, for an initial review, with the final report due on December 31, 2017.

The MLC 2015 PERCA was approved, but needed to show continued improvement between reporting dates. One area MLC has improved is creating rubrics for all courses.

The state also requires three signature assessments per graduate MLC portfolio presentation for professor and peer reviewer is one of these assessments which has received praise from the state.

Faculty qualifications are submitted with PERCA. Professors need to be prepared to teach in their areas.

MLC provides narrative in 6 PERCA areas which allows for MLC to give models of evidence from graduates, administrators, Licensure Advisory Council, and it provides MLC to set goals for the next 2 years.

MLC's PERCA 2017 has 9 goals to reach in the following 2 years.

Discussion: Connect what MLC needs to do in the next 2 years and how that affects members of LAC. Dr. Whaley asked that a professor from each table report on their group's comments.

- Professors need to be proactive with creating their rubrics ahead of time. Students should be able to see rubrics ahead of time. Create rubrics by starting with the standards first. (Prof. Jon Roux)
- There is so much data collection and the need for oversight of that data is great. How does the state handle all the data they receive? (Dr. John Meyer)
- The state expectations are thorough. There seem to be a number of data points that resemble and reflect the assessment areas of edTPA. Thank you to Dr. Whaley for tracking all of this for MLC. (Prof. Daryl Hanneman)
- PERCA is complex. There was no comment on data collection from the reflection journals within the narrative. Aaron Grimm commented that he sees reflection journals as one of the most valid assessments MLC uses. (Prof. Paul Tess)
- "More" and "more often" are phrases used frequently in the narrative. What does this mean for the manpower MLC needs to complete all the data collection and reporting? Amber Schaefer asked if cooperating teachers could have an MLC-supplied rubric, with an area for comments, to use while reading reflection journal entries. (Dr. Larry Lotito)
- The scope of data collection is so large; it is helpful that MLC is phasing this in incrementally. (Dean Ben Clemons)
- The need and importance for accountability is necessary. MLC is better as a college for going through the process. (Dr. Jeff Wiechman)
- Data collection is very rich and very practical. It starts at the ground level with the students in the classroom - qualitatively and quantitatively. There is a need to continue collaboration, communication, and cooperation with improved data collection and management. (Prof. Jon Schaefer)

Board of Teaching

Board of Teaching (BOT) becomes Professional Educator Licensing and Standards Board (PELSB) on January 1, 2018. The BOT/PELSB will visit MLC in spring 2019. They will speak with the LAC members at the April 2019 meeting.

Tiered Licensure and Its Connection to MLC Graduates. (See Tiered Licensure Infographic) Wisconsin was looking at a tiered licensure model, but has now gone to a lifetime model, eliminating professional development requirements. Minnesota has adopted a four-tiered licensure system beginning on July 1, 2018.

Minnesota licenses due for renewal by June 30, 2018, will be granted one additional year to renew in order to allow the Minnesota licensing specialists to process all spring initial licensure applications under the current licensing system.

Under the new Minnesota Tiered Licensure system, Tier 4 is similar to the current 5-year license, and Tier 3 is similar to a current 1-year license. MLC graduates after July 2018 will be licensed at Tier 3. Those MLC graduates who teach for 3 years in Minnesota will then be eligible to apply for a Tier 4

license. All other MLC graduates will remain licensed at a Tier 3. Mindy Berker commented that Tier 1-2 can teach in a classrooms for 3 years with no education preparation at all. Minnesota educators feel the tired system weakens Minnesota educator licenses, even though the legislature approved the system to strengthen licensing.

Basic Skills requirements apply to only Tier 4, but these tests are still required by many other states for their educator licensure. MLC students will no longer be required to take basic skills exams.

Next meeting (Tuesday, April 10, 2018)

Thank you for your input and for coming.

Adjournment

Dr. Whaley adjourned the meeting at 6:21 pm and thanked all in attendance for their participation.

SPED SEP (K-12)**2000****18 Credits****Undergrad SPED Core****5000****15-20 credits**

EDU3210 Teaching Reading	4	SPE1101 Foundations of SpEd	3
EDU3205 Teaching Language Arts	2	SPE2103 The IEP Process and	
EDU3201 Children's Literature	2	Professional Practice	3
EDU3411 Literacy Clinical	1	SPE2101 Educating the	
		Exceptional Learner	<u>3</u>
			18

**ABS****5050****19-22 credits**

SPE2102 Diagnosis & Assessment of Students w/Special Needs	3
EDU3246 Teaching Mathematics in Pre-K to 8 th Grade	2
EDU3351 Teaching Special Education	4
EDU3427 Special Education Clinical (mild to moderate)	1
SPE2104 Intellectual, Developmental & Physical/Health Disabilities	3
SPE3101 Learning Disabilities and Emotional/Behavioral Disorders	3
SPE3102 Assistive Technology	3
SPE3103 Transition Planning & Collaboration in SpEd	<u>3</u>
	22

Mild-----Moderate

Masters SPED Core**5000****15-20 credits**

EDU3210 Teaching Reading	4	SPE5211 Foundations of SpEd	3
EDU3205 Teaching Language Arts	2	SPE5213 The IEP Process and	
EDU3201 Children's Literature	2	Professional Practice	3
EDU3411 Literacy Clinical	1	SPE5201 Educating the	
		Exceptional Learner	<u>3</u>
			18

**LD Masters****5700****19-22 credits**

SPE5209 Learning Disabilities and Emotional/Behavioral Disorders	3
SPE5202 Diagnosis and Assessment of Students with Special Needs	3
SPE5203 Transition Planning & Collaboration in Special Education	3
SPE5204 Diagnosis & Remediation of Reading Difficulties	3
SPE5206 Teaching Children with Learning Disabilities (w/practicum)	3
SPE5208 Teaching Reading & Mathematics to Students w/Disabilities	3
EDU6302 Capstone Project – 12-week Internship	<u>3</u>
	21

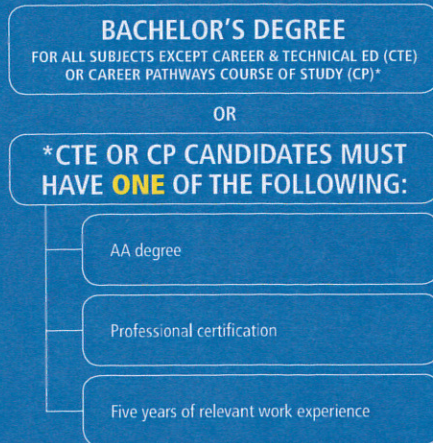
Dual Level Courses

SPE1101/SPE5211 Foundations of Special Education
 SPE2101/SPE5201 Educating the Exceptional Learner
 SPE2103/SPE5213 The IEP Process and Professional Practice
 SPE3101/SPE5209 Learning Disabilities and Emotional/Behavioral Disorders
 SPE3103/SPE5203 Transition Planning and Collaboration in Special Education
 EDU2102/SPE5202 Diagnosis and Assessment of Students with Special Needs

Mild-----Severe

Tiered licensure in Minnesota

TIER 1 REQUIREMENTS



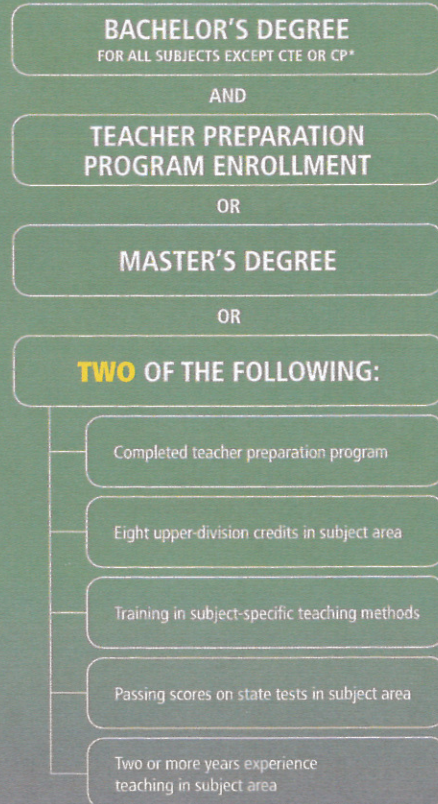
Candidate must have a BA degree unless teaching Career and Tech Ed or Career Pathways, in which case must have AA degree, professional certification, or five years of relevant work experience.

- ▶ Good for one year and can be renewed three times, though there are conditions under which districts can renew further.
- ▶ District and teacher apply jointly. District must show it could not find a Tier 2, 3, or 4 teacher.
- ▶ These teachers are not in the teacher bargaining unit and are not earning credit toward probation. Teachers at Tier 1 do not have continuing contract rights.

ANTICIPATED TRANSITION
DETAILS CAN BE FOUND AT
[HTTPS://EDUCATIONMINNESOTA.ORG/
RESOURCES.ASPX#CREDENTIALS-LICENSURE.](https://educationminnesota.org/resources.aspx#credentials-licensure)

Revised August 29, 2017. Subject to change.

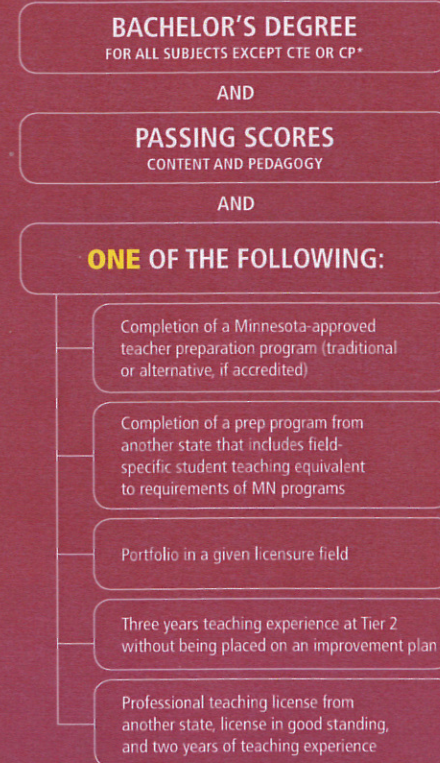
TIER 2 REQUIREMENTS



Candidate must be enrolled in a teacher preparation program, OR have a master's degree, OR have two of the following: completed teacher preparation program; eight upper-division credits in subject area; training in subject-specific teaching methods; two years of experience teaching in subject area; passing scores on state tests in subject area.

- ▶ Good for two years and can be renewed three times.
- ▶ District and teacher apply jointly.
- ▶ These teachers are in the teacher bargaining unit and are not probationary. However, if these teachers get to Tier 3, then two years of successful teaching at Tier 2 can count toward the Tier 3 requirement of three years of probation. Teachers at Tier 2 do not have continuing contract rights.

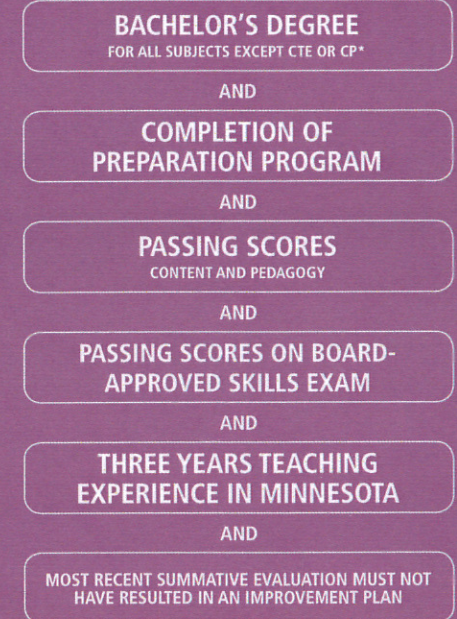
TIER 3 REQUIREMENTS



Candidate has BA degree for all subjects except CTE or CP, passing scores on content and pedagogy exams, and ONE of the following: Completion of a Minnesota-approved teacher preparation program (traditional or alternative, if accredited); completion of a prep program from another state that includes field-specific student teaching equivalent to requirements of MN programs; portfolio in a given licensure field; professional teaching license from another state, license in good standing, and two years of teaching experience; three years of teaching experience under a Tier 2 license and evidence of summative evaluations that did not result in placement on an improvement plan.

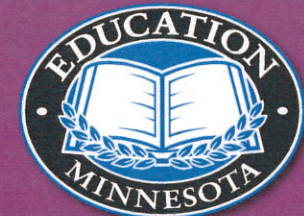
- ▶ Good for three years and can be renewed indefinitely.
- ▶ Teacher applies for the license.
- ▶ These teachers are in the bargaining unit and must complete three years of probation. If a teacher at Tier 3 got to Tier 3 via Tier 2, two years of teaching at Tier 2 can count toward the three-year probationary requirement. Teachers at Tier 3 have continuing contract rights after completion of the probationary period.

TIER 4 REQUIREMENTS



The candidate must meet all Tier 3 requirements, have completed a preparation program or portfolio, have passing scores on content and pedagogy exams and passing scores on board-approved skills exam. In addition, the most recent summative evaluation must not have resulted in placing the teacher on an improvement plan.

- ▶ Good for five years and can be renewed indefinitely.
- ▶ Teacher applies for the license.
- ▶ These teachers are in the bargaining unit. Teachers at Tier 4 have continuing contract rights after completion of the applicable probationary requirement.



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