



MLC Licensure Advisory Council

Martin Luther College Auditorium

April 26, 2022

4:00 – 6:00 pm

Welcome and Introductions

Last met November 9, 2021

Previous meeting minutes

1. April 2021 (website)
2. November 2021 (website and folder)

Call Accepted for the Director of Field Experiences



Adam Pavelchik
Starting July of 2022



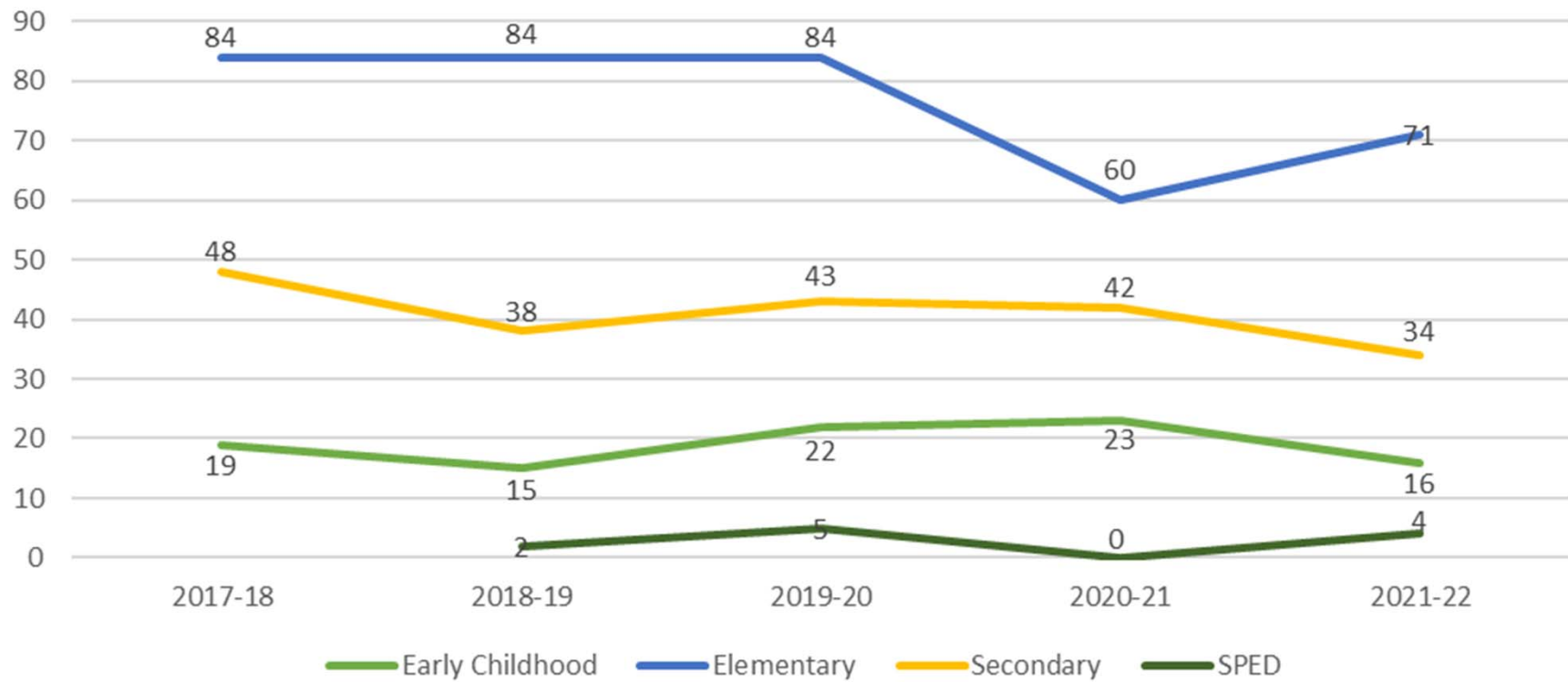
Report from the Field Experiences Committee



Duties are currently being disseminated via committee

- Vice President for Academics--Jeff Wiechman
- Dean of Academics--Ben Clemons
- Public School Placement Coordinator--Cindy Whaley
- College Student Teaching Supervisors—
Jennifer Krause, Cheryl Loomis, Jennifer Mehlberg, Ron Ohm, Alan Uher, Kelli Green
- Field Experiences Assistant—Megan Plocher

Student Teachers by Program



Graduates by Program

	2017-18	2018-19	2019-20	2020-21	2021-22
Early Childhood Education	16	13	18	23	14
Elementary Education	75	77	78	64	61
Secondary (5-12 or K-12) Education	39	34	37	43	34
<i>Secondary (5-12 or K-12) Only</i>	<i>21</i>	<i>14</i>	<i>16</i>	<i>31</i>	<i>19</i>

A photograph of a building with a prominent steeple, partially obscured by trees and a semi-transparent text box. The building is light-colored with a red roof and a white steeple. The scene is set against a clear blue sky. In the foreground, there are green trees on the left and a large evergreen tree on the right. A semi-transparent brown box covers the lower half of the image, containing white text.

Report from the Education Division Chair

Dr. Bob Klindworth

Why is a Year 2 TEAM Form Required?

8705.1000 Subp 6.B

Key assessments are used to ensure progress toward standard attainment throughout the program.

PRP Recommendation 2021

The PRP appreciates the intention to add at least one key assessment earlier in the candidates' time in the program so that the program can gather data to help improve its supports.

Year 2 TEAM Form (Handout)



Report from the Vice President for
Academics
Dr. Jeff Wiechman

Report from the Vice President for Academics

January/J-term

- Background
- Benefits to MLC and our public school partners
- Proposed Calendar 2023-2024

Proposed J-term Calendar

SEMESTER BREAK / WINTERIM / SPRING BREAK + EASTER / GRADUATE 1 WEEK LATER

December 14, 2023 – January 2, 2024	<ul style="list-style-type: none"> • <i>Students in their professional semester follow the school calendar where they are teaching.</i> • <i>Early Field Experience (EFE) II or III for Education & Staff Ministry Sophomores & Juniors may be completed.</i> 		
January 3	Wednesday	Elementary Student Teachers, Early Childhood Orientation and Secondary Student Teachers Begin Classes	J-Term Wednesday, January 3- Tuesday, January 23 <i>(EFE II or III may be completed)</i>
January 19-23	Friday-Tuesday	Freshman Education & Staff Ministry Early Field Experience (EFE) I	
January 24	Wednesday	Classes Begin	
March 2-10	Saturday-Sunday	Spring Break <i>(EFE II or III may be completed)</i>	
March 27*	Wednesday	Easter Break begins after scheduled classes	
April 2	Tuesday	Classes Resume	
May 10	Friday	Last Day of Classes Before Exams*	
May 13-17	Monday-Friday	Exams (Exams begin Monday morning & end Friday at 2:30 p.m.)	
May 17	Friday	4:00 p.m. – Commencement Concert 7:30 p.m. – Commencement Concert	
May 18	Saturday	10:00 AM - Commencement Service	
<i>*Note: Students in their professional semester (Student Teaching) follow the school calendar where they are teaching.</i>			

J-Term Student Survey Results

Student Responses: Numbers				
<i>Program</i>	<i>Yes</i>	<i>No strong opinion</i>	<i>No</i>	<i>Total</i>
Education	161	46	32	239
Pre-Seminary	36	27	14	77
Staff Ministry/ Parish Music <i>only</i>	2	1	1	4
Total responding students	199	74	47	320

Student Responses: Percents			
<i>Program</i>	<i>Yes</i>	<i>No strong opinion</i>	<i>No</i>
Education	67%	19%	13%
Pre-Seminary	47%	35%	18%
Staff Ministry/ Parish Music <i>only</i>	50%	25%	25%
Total responding students	62%	23%	15%

Primary reasons indicated for “No” votes

Education	Of the 32 “no” votes...	28 wanted to keep the 2-week spring break.
		25 wanted to keep May graduation when it is.
		25 wanted to keep clinical during the regular semester.
Pre-Seminary	Of the 14 “no” votes...	12 wanted to keep the 2-week spring break.
		9 wanted to keep May graduation when it is.
		6 wanted to keep Christmas break as it is.
Staff Ministry/ Parish Music <i>only</i>	The 1 “no” vote...	Wanted to keep the 2-week spring break and wanted to keep May graduation when it is.

Focus Group Feedback on J-term Proposal

Focus Group Meeting #1

Benefits of J-Term Clinical

- Consistency of the days
- Teach consecutive lessons/building on that knowledge
- Gives you a taste of student teaching

Focus Group Meeting #2 —Question 1

Advantages to Two Clinical Students in a Classroom

- Need more thorough understanding of friends/roommates/who would be paired with you.
- Early Childhood could possibly do it, as they work in small groups often
- Enjoyed watching the student teacher, grow/learn from the student teacher, reference each other
- Matches need to be thoroughly thought through

Focus Group Meeting #2—Question 2

Disadvantages to Two Clinical Students in a Classroom

- Minimize the number of lessons available to teach/opportunity.
- Feel competition (1/3 says no, 2/3 says yes)
- Challenging to build rapport with students and cooperating teacher
- Less availability to complete lessons, due to possible student teachers in the classroom as well
- Challenging with the amount of bodies in the room
- Judgment of which student teacher is liked better

Focus Group Meeting #2—Question 3

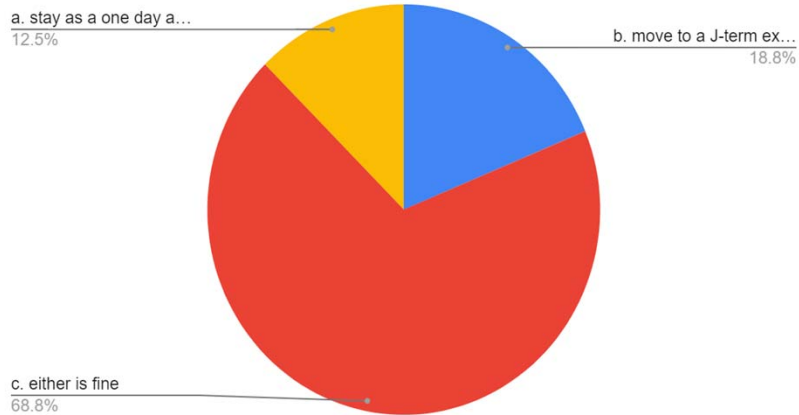
Effect on Changes to Clinical Coursework

- Splitting the courses would work well (availability of classrooms, more thoroughly done homework).
- Definitely have Teaching Reading before clinical. Beneficial to have all courses before clinical.
- Lighter workload if Teaching Reading one semester and Children's Literature/Language Arts the other semester.

J-term Cooperating Teacher Survey Information

2019-2020 Survey Results

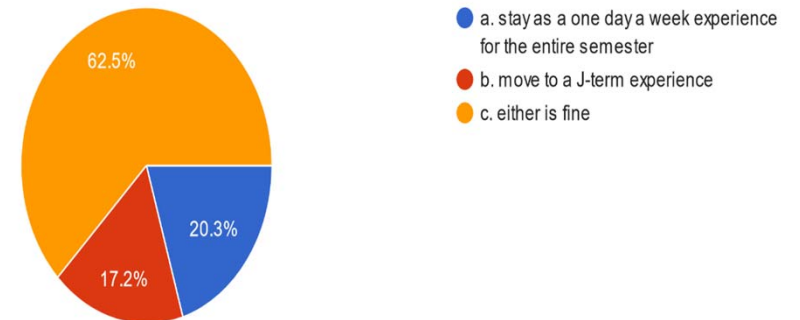
Count of Clinical supervisors and administrators, would you prefer the MLC clinical experience to:



2021-2022 Survey Results

Clinical supervisors and administrators, would you prefer the MLC clinical experience to:

64 responses



J-term Discussion



Report from the Public School Placement
Coordinator, Licensure Officer, and Unit
Leader

Dr. Cindy Whaley

Clinical Students and Cooperating Teachers Spring 2022

Clinicals		
School	# of Clinical Students	# of Cooperating Teachers
BOLD Elementary	3	3
BOLD High School	1	1
Cedar Mountain High School	5	4
Comfrey Secondary	1	1
Fairmont Elementary	3	3
GFW Elementary	4	2
GFW Jr-Sr High School	1	1
Hutchinson Middle School	2	1
Hutchinson Senior High School	1	1
Immanuel Hutchinson	2	2
Jefferson Elementary	14	10
LCWM Elementary	2	1
LCWM Secondary	2	1
Madelia Elementary	2	1
Madelia Secondary	2	2
Minnesota Valley Lutheran High School	1	2
MN New Country - Secondary	1	1
Mt. Olive Lutheran, Mankato	3	2
New Ulm High School	1	1
New Ulm Middle School	1	1
Nicollet Early Childhood Center	1	1
Redwood Valley Middle School	1	1
Redwood Valley Senior High School	1	1
Sleepy Eye Elementary	5	3
Sleepy Eye High School	4	3
Springfield Elementary	3	3
St. James High School	3	2
St. James Northside Elementary	3	2
St. John Lutheran, Redwood Falls	3	3
Trinity Lutheran, Nicollet	1	1
Washington Learning Center	1	1
TOTAL	78	62

Student Teachers and Cooperating Teachers Spring 2022

Student Teaching		
School	# of Student Teachers	# of Cooperating Teachers
BOLD High School	1	1
Cedar Mountain Elementary + High School	1	1
Central High School	2	2
Comfrey Secondary	1	1
Fairmont Elementary	4	2
GFW Elementary	2	2
Hutchinson Senior High School	1	1
Immanuel Lutheran School, Hutchinson	4	3
Jefferson Elementary	2	2
LCWM Secondary	3	3
Madelia Elementary	1	1
MLC Early Childhood Learning Center	7	4
MN New Country - Elementary	2	2
MN New Country - Secondary	3	3
Mt. Olive Lutheran School, Mankato	1	1
New Ulm High School	1	1
New Ulm Middle School	1	2
Redwood Valley Middle School	1	1
Risen Savior Lutheran School, Mankato	3	2
Sleepy Eye Elementary	1	1
Springfield Elementary	7	4
St. Croix Lutheran Academy	1	2
St. James High School	1	1
St. John Lutheran School, Redwood Falls	6	5
St. Paul's, Arlington	2	2
St. Paul's, New Ulm	1	1
Trinity Lutheran School, Nicollet	2	2
Washington Learning Center	1	1
TOTAL	63	54

Placement Challenges/Blessings for 2022-2023

- Social Studies – 12 placements needed + 6 endorsements
- Communication Arts and Literature – 6 placements needed
- Spanish – 4 placements needed

Placements: What can MLC do?

- Send out TIF in mid-April directly to teachers
- CTs asking other teachers in the building (word of mouth)
- Dr. Whaley goes through the administration at schools

Do you have any other ideas for how MLC can recruit cooperating teachers (CTs)?

Placement Discussion

Probationary Approval with Annual Report due December 31, 2021 and 2022

- Elementary (Grades K-6) *post-bacc*
- Physical Education (K-12) *undergrad*
- Mathematics (Grades 5-12) *undergrad*
- Science – Chemistry (Grades 9-12) *undergrad*
- Science – Physics (Grades 9-12) *undergrad*
- Science – Life Science (Grades 9-12) *undergrad*
- Instrumental Music (K-12) *undergrad*
- Vocal Music (K-12) *undergrad*
- World Languages and Cultures: Spanish (K-12) *undergrad*
- Social Studies (Grades 5-12) *undergrad*

Probationary Status (Part 1) – June 28, 2021

In compliance with Board rules 8705.220, and established reporting timelines, the following Program Effectiveness Reports for Continuing Approval (PERCA) has been reviewed by the Program Review Panel and the Teacher Preparation Committee and were recommended for **probationary approval**, expiring June 30, 2023.

The TPC recommendations were forwarded to the Professional Educator Licensing and Standards Board, who on June 18, 2021, took the approval actions noted below for the identified programs and related Standards of Effective Practice.

Probationary Status (Part 2) – June 28, 2021

Minnesota Rule 8705.2200, Subp.3B(3). The board may grant probationary approval for up to two years when a program does not demonstrate acceptable progress on focused continuous improvement plans. Probationary approval authorizes the program to continue with one year to demonstrate progress on identified unmet standards, rules, or candidate measures. After one year, and based on a written progress report, the board may grant a second one-year extension of probationary approval prior to discontinuing the identified program. Students enrolled in a formerly approved program that is placed on probationary approval must be notified of the program's status. Probationary status may result in federal reporting or financial aid implications or may impact other accreditations.

Program Review Panel 2022 Feedback

8705.2200 Subp 2.C.4.i

Results from key assessments have been collected and analyzed.

PRP Recommendation 2022

Set clear expectations for initial and additional licensure programs (outcomes, data, corresponding assessments) to facilitate analysis of program strengths and weaknesses.

MACTE Updates

1. MACTE Theme for 2021 – 2022 was Cultural Diversity
2. MACTE Theme for 2022 – 2023 will be Social Emotional Learning
3. Unit Rules—must be implemented by July 1, 2022
 - A. Designated School Partnership
 1. The unit (Martin Luther College) must have at least one designated school partnership with a school or district that works collaboratively to align theory and practice.
 - B. Other Unit Rules are currently being discussed with the MLC college supervisors.
4. Legislative Update
 - A. MTLE Testing
 - B. edTPA
 - C. Literacy - LETRS

What is edTPA?

WHO?



WHAT?



- **E**ducation
- **T**eacher
- **P**erformance
- **A**ssessment

WHEN?

- During student teaching
- Public school experience



WHERE?

- In your classroom



WHY?



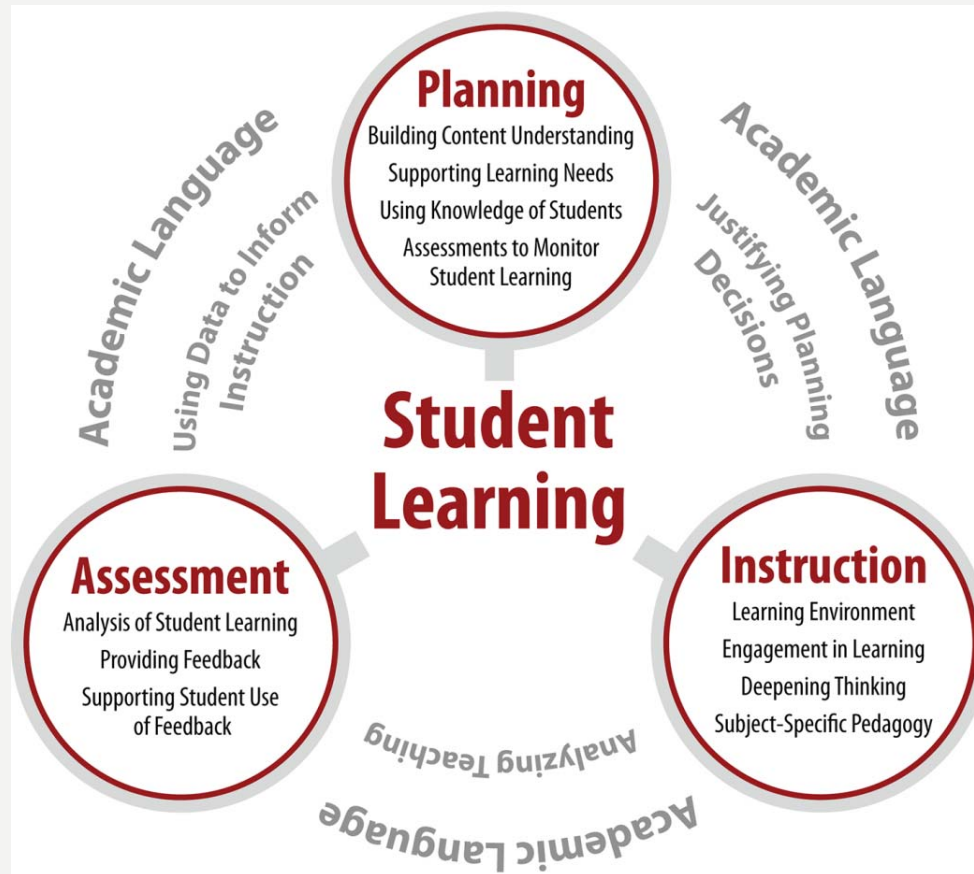
- Requirement
- Opportunity to reflect and grow as a teacher

HOW?



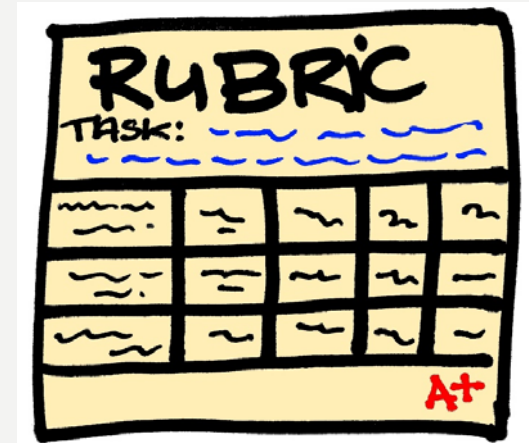
- Meeting the threshold score for each task
- With support from cooperating teachers and us! 😊

THE TASKS



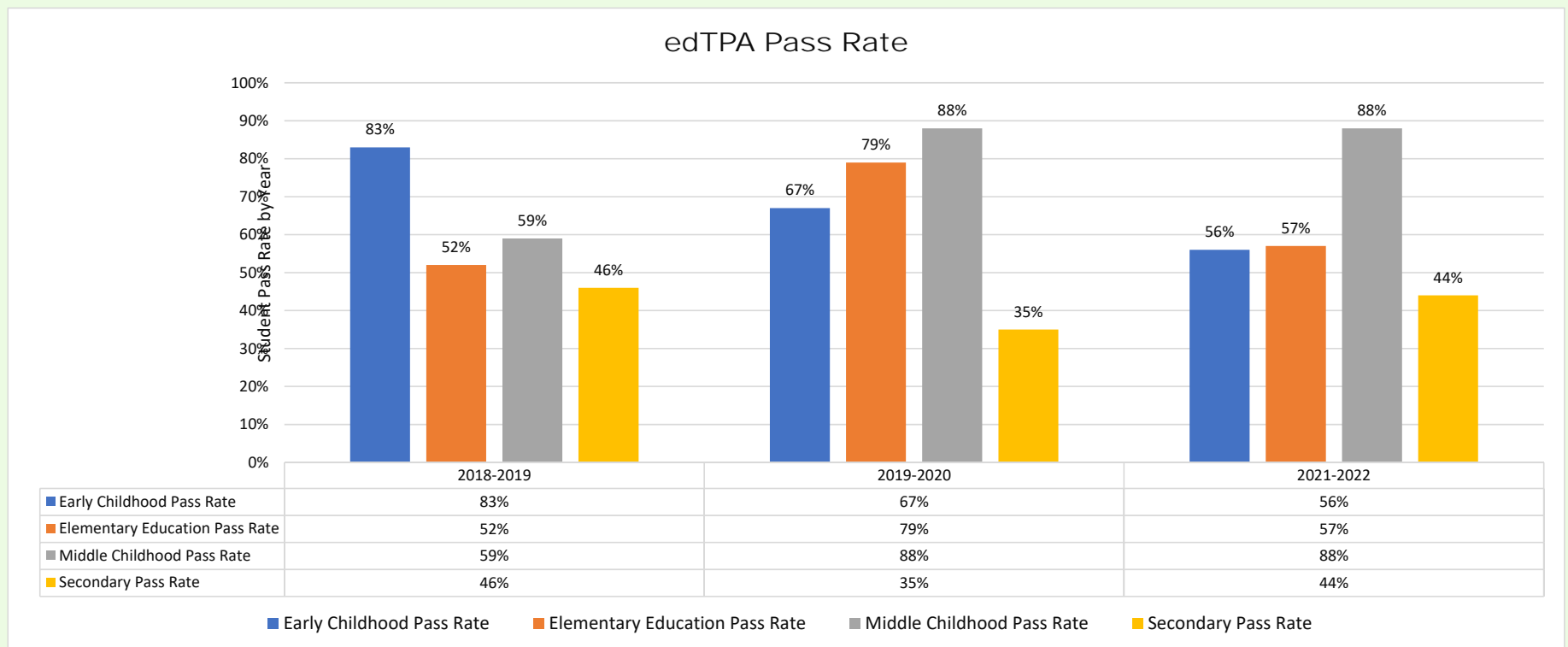
THE SCORES

- 5 rubrics per task
(5 possible points on each)
- Perfect score = 25/25/25
(75 points total)
- Cut score = **13/13/12**



edTPA Scores (Handout)

edTPA pass rates



No edTPA Data 2020-2021

edTPA Pass Rate Data Discussion

edTPA Remediation Policy

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.

* Adopted by the Education Division at its meeting (9/7/16)

Remediation Document

edTPA Remediation

Student:	Location: _____
Handbook:	Date and Time: _____
School Year: 2021-2022	Supervisor:
Session:	Remediation Complete? Y / N
Task 1: ___ P/NP Task 2: ___ P/NP Task 3: ___ P/NP Total: ___	

Task 1:	Rubric Scores: (1) ___ (2) ___ (3) ___ (4) ___ (5) ___
Lesson plan incomplete	Lessons didn't build on each other
Context for learning not used in the lesson plan	Background knowledge lacking on students
Central focus unclear	Syntax and/or discourse not demonstrated
Language functions inappropriate	Weak assessment chosen

Task 2:	Rubric Scores: (6) ___ (7) ___ (8) ___ (9) ___ (10) ___
More appropriate video clips should have been chosen	Teaching needed deeper analysis
Needs to promote a more positive learning environment	Personal, cultural, or community assets not considered
Students' learning needed more engaging	Research not connected to teaching practice
Students' learning needed more depth	Forgot time stamps

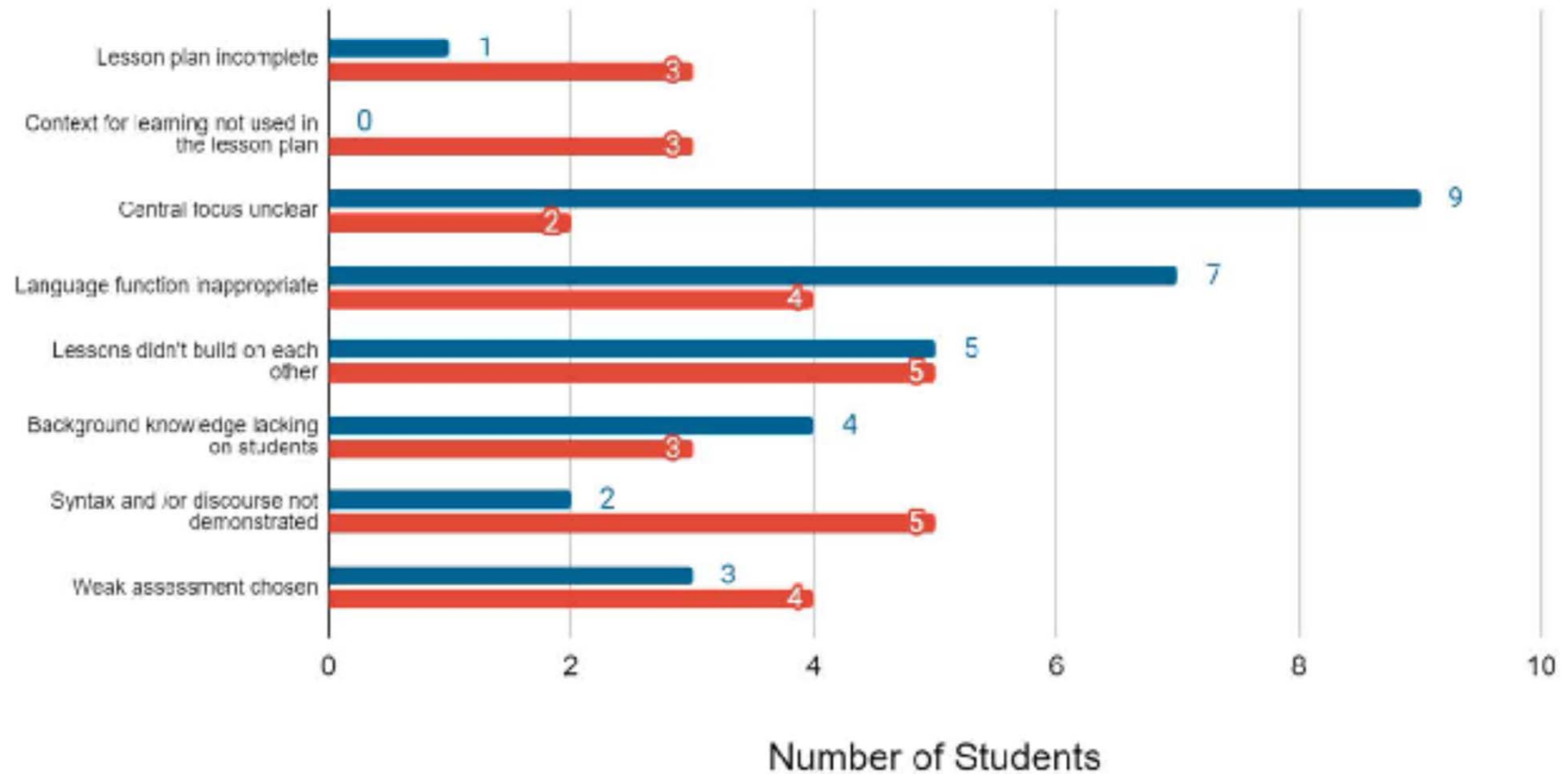
Task 3:	Rubric Scores: (11) ___ (12) ___ (13) ___ (14) ___ (15) ___
No feedback on student work samples	Next steps are loosely connected with research and/or theory
No evidence of evaluation criteria	Focus students work samples were not labeled
Assessment does not match objectives	Graphic for assessment wasn't completed correctly
Feedback is too general	
Candidate does not support students using feedback to guide their further learning	

General:	Writing needs to be more clear	Ask more questions from cooperating teacher
	Writing needs to have more detail	Read rubric when completing prompts

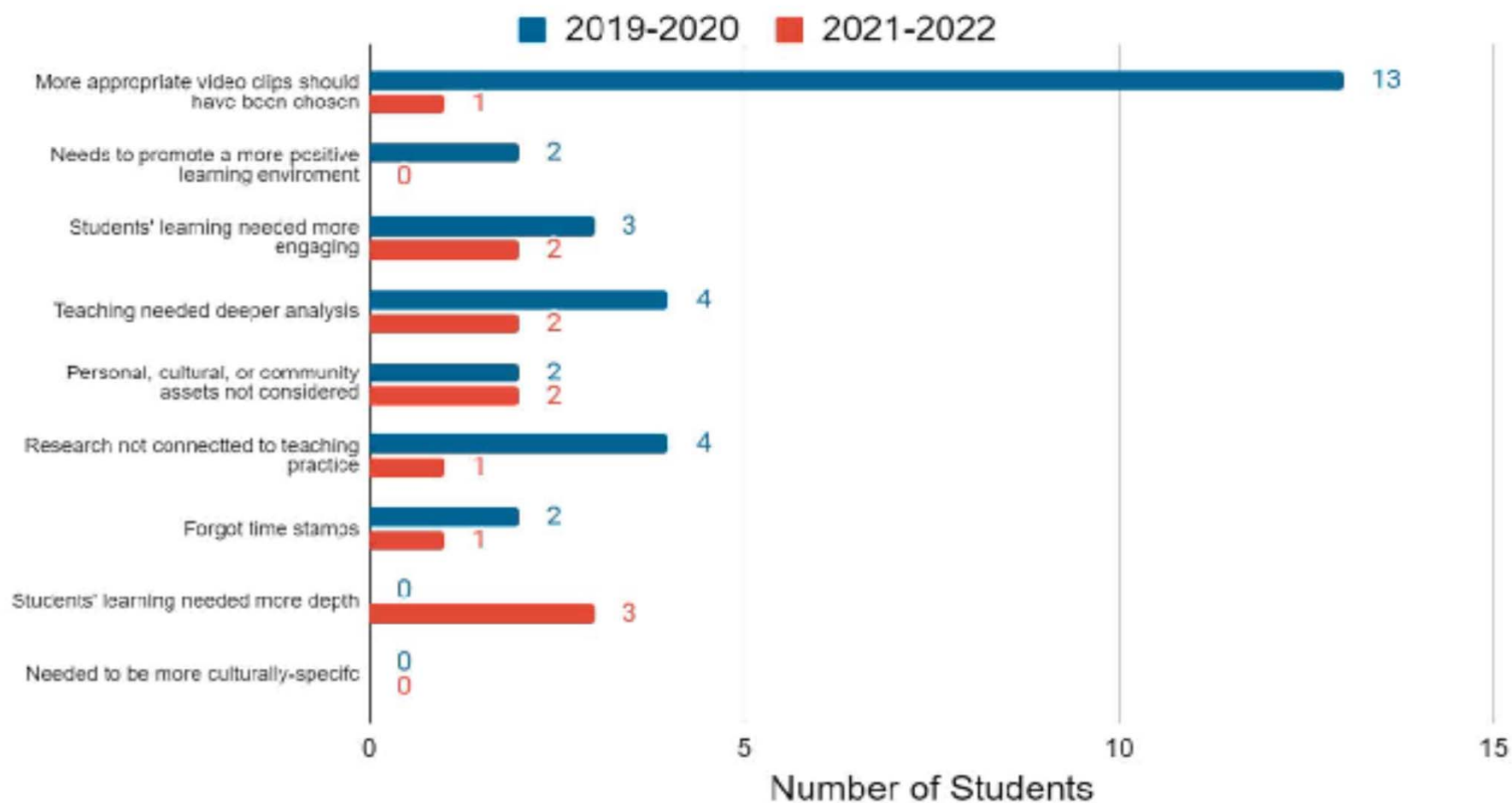
Takeaways:

Task 1: Planning for Instruction and Assessment

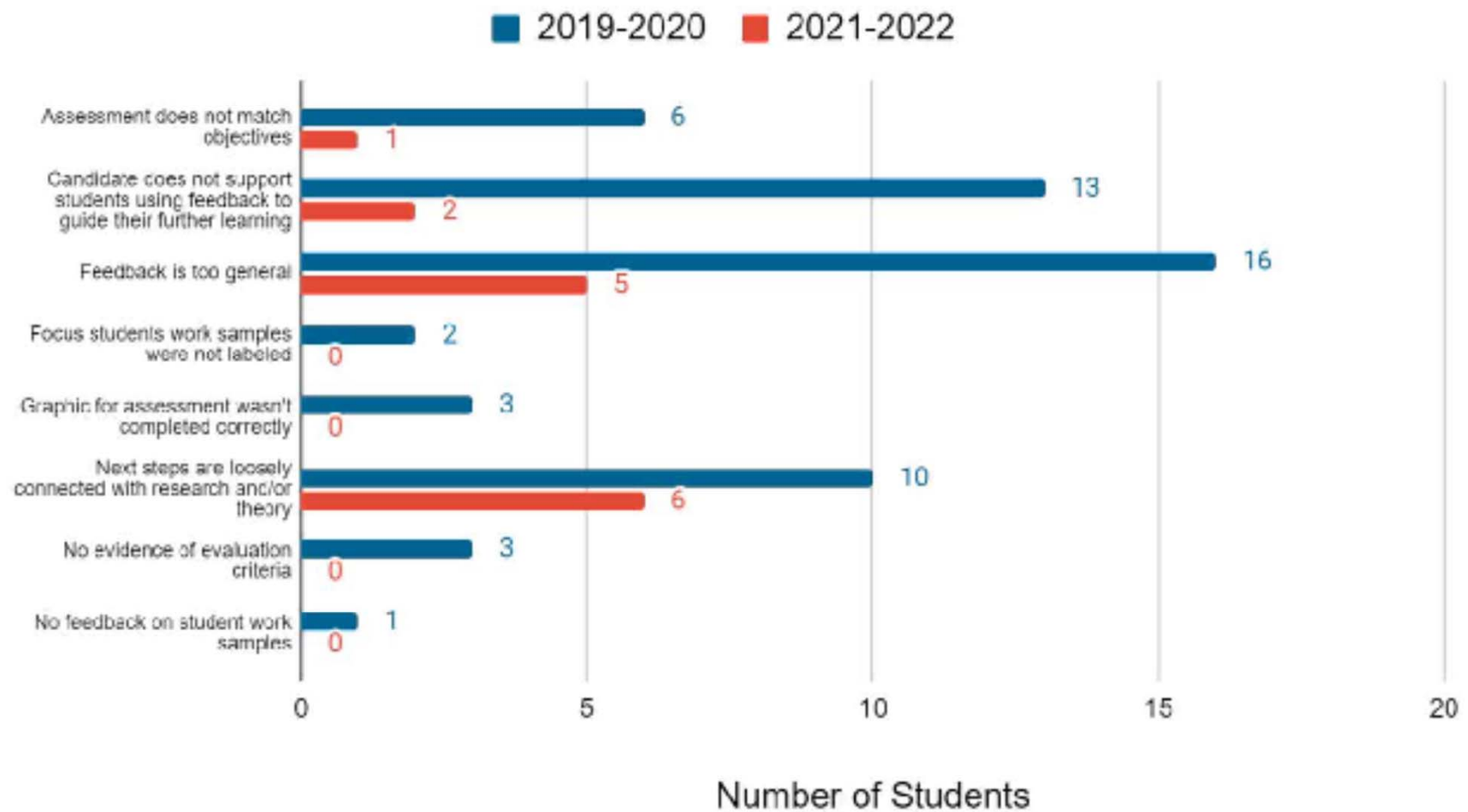
■ 2019-2020 ■ 2021-2022



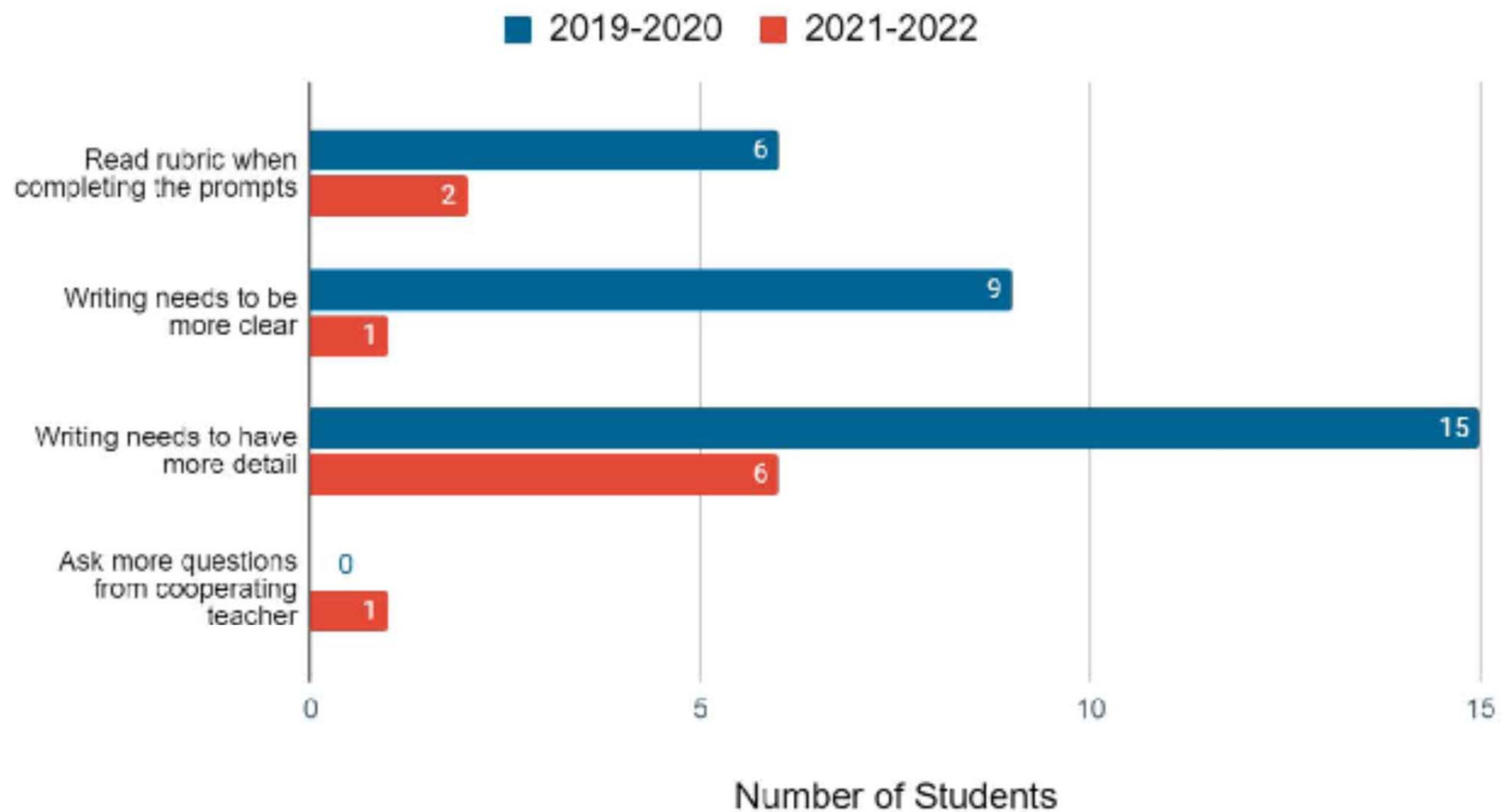
Task 2: Instructing and Engaging Students in Learning



Task 3: Assessing Student Learning



edTPA Remediation General Comments



What have we learned from the remediation data?

Remediation Discussion

Upcoming Meeting

Tuesday, November 8, 2022





*THANK YOU
FOR COMING!*

Have a great evening.