

**College of Menominee
Nation Continuous Review
Process AY 2019-2020**

Question 1: Reflecting on your educator preparation program under the old Wis. Admin. Code PI 34, what is/are your license program learning from its assessment systems and what are you doing in response to this information?

In Fall 2018 the Teacher Education (TE) Department completed a comprehensive program review for two of their degree programs including; Associates of Arts in Early Childhood and Bachelor of Science in Early Childhood/Middle Childhood. As a result of our comprehensive program review, we identified strengths and challenges of our program which we shared in our AY 2018-2019 CRP report. In addition, as a result of our comprehensive program review, we identified the following four “action items”:

- Reconfigure the CDA Program: Begin working on CDA Certificate Program topics and artifacts.
- Recalculate the program contribution margin using correct student data regarding major.
- Meet with Menominee Day Care & Head Start to strengthen partnership and monitoring of students' success.
- Reconfigure the BS Program given the new parameters for teacher licensing by the State of Wisconsin.

Much of our weekly TE Department work is focused on addressing these action items and we provide monthly updates to our Committee on Academic Quality. Each Spring, we score our program artifacts that we have identified. The purpose of scoring our identified artifacts for each course is to measure whether or not we are meeting our program outcomes. When we return to campus in August, we are required to complete an institutional scorecard which provides us program data such as grades, attendance rates, graduation rates, etc. In addition, we seek to identify an action plan for the academic year. Our action plan for AY 2019-2020 is broken down by each program, however, they impact all of our programs. They are as follows:

AA Education

- Add clearer prompts for program review artifacts to syllabus and courses
- Add language and be more explicit about requirements for CDA students in syllabi and in course discussions. Continue ongoing conversations with Head Start and Immersion Program directors to ensure student success.

BA Education

- Work with student services and registrar's office to ensure empower options are up to date (eliminate a BA/BS option or offer explicit program options) as well as communicate with Student Achievement Specialists to ensure students program placement is up-to-date.
- Work with student services to recruit and review lists of students who have stepped out as well as seek out AA graduates to recruit into a BA/BS program.

BS Education

- Continue to work on required WI DPI program approval and licensure approval.

As a department, we have continued to address each of these action items. We have worked diligently to continue to improve our students' experiences and make personal connections with each student. We recognize that we serve an at-risk population and that extra supports and relationships are important.

edTPA data

We have had three students complete and submit their edTPAs since last Spring. Their rubric scores and averages have been added in with our students who have completed the edTPA during past semesters. There are slight variations from rubric to rubric but generally speaking our average scores for each rubric is very similar to previous years. Most notably we went up in each of Task 3 rubrics which is evidence that we have really focused our efforts and instruction around assessment. However, it can still be noted that our weakest area continues to be in Task 3: Assessment.

- Upon closer review of the individual rubric scores students and based on our new data our students continue to score the lowest in Rubric 9: Subject Specific Pedagogy and continue to struggle with Rubric 13: Children's Understanding and Use of Feedback and Rubric 15: Using Assessment to Inform Instruction. The average score in these rubrics are improving, however, work still needs to be done in these areas.
- After some discussion on how students score on Rubric 9 we believe it is in part to student candidates failing to use one or more interdisciplinary connections in promoting the development of language and literacy during their learning segments.
- In regard to Rubric 13 student candidates must be failing to explicitly describe how the focus children will either understand or use feedback related to their learning objectives and we will continue to use this data to better prepare our students. We are also looking into how we can provide student practice on providing feedback during student's methods courses.
- Rubric 7: Engaging Children in Learning is an area where we dropped in our average. Having not seen the students' videos we can only assume that there is a dip in this rubric because students are providing instruction through one modality with limited or vague support of the active nature of children's learning. As a result of this new knowledge we will continue to encourage and provide opportunities for preservice teachers to plan and implement lessons where children are engaged in learning experiences that explicitly promote language and literacy development through at least one modality and one that strongly supports the active nature of children's learning.

WI FORT

We have limited new WI FORT data as only one student has taken the test since this time last year. The one student did well on the FORT with a score of 245. She credits her success to a lot of studying of vocabulary as well as studying the resources (books and materials) that were given to her from her Methods of Reading/Language Arts Instructor. We currently have students who are taking Methods of Reading and Language Arts and are encouraged to take the test at the conclusion of the semester but to our knowledge, no one has yet signed up to take the test. In addition, we have current student teachers as well as Fall 2020 student teachers who are in need of taking the FORT which has been put on hold until the current public health crisis and stay-at-home orders are removed. We are continuing in EDU 307 and EDU 308 to provide our preservice students with information on the FORT and the necessary knowledge needed to

successfully pass the FORT. Based on past test data; the data that we do have informs us that the Phonics content section is the biggest challenge for our students. We experimented with changing from 16 week classes to 12 weeks classes so that the class periods were longer to see if this helped our students learn the material and found that 4-hour classes did not provide any additional benefit for students. We have returned to 16-week reading and language arts classes but the recent COVID-19 crisis has created a challenge for those students taking their Methods of Reading and Language Arts classes.

We have created WI FORT Study Binders for all of our students and alumni who are in need of taking the FORT test. The binder consists of testing materials, vocabulary, and study tips (from past students), and websites to go to. In addition, we have a student who has volunteered to help her fellow students in studying for the test. The challenge lies in that for many of our students the idea of taking a test creates a lot of anxiety. As a result, they often choose not to take the test out of fear of failing. We are hoping to offer a WI FORT Workshop this summer for those students and graduates who are in need of taking the test. The goal of this workshop is to provide guidance and support for students to be able to pass the test.

Employer Survey

The employer survey that we have deployed asked administrators to select the level that best describes the CMN graduates preparation based on the INTASC Model Core Teaching Standards for Teacher Development and Licensure. We heard back from two of the three schools where our 2018-2019 graduates are employed. It is also important to note that we received feedback from both the Principal and Assistant Principal of one of our graduates, so we had a total of three responses, for two graduates. Two of our respondents rated our students as being “Very well prepared” in all of the INTASC standards and they did not leave any further comments. One of our respondents (who was the second respondent from one of our graduates) rated our graduate as being prepared “Satisfactory” in all of the INTASC standards. It is also important to note that she made two comments that seemed to be geared as general comments about CMN graduates. Anecdotally, this principal has hired several of our students as “emergency hires” and she could also be referring to these preservice teachers that are not yet degreed.

As a result of this survey, we believe there are two areas that we could use improvement on and they are: **Professional Learning and Ethical Practice & Leadership and Collaboration**. In addressing *professional learning and ethical practice* it might be noted that we could do a better job of being a professional in the workplace which includes showing up on time, communicating with administration and peers, and how they present themselves to the community. *Leadership and Collaboration* was an area that was noted as satisfactory by our program graduate and perhaps we could provide more opportunities for working within a professional learning community beyond CMN. We encourage our students to be educational leaders and to be teachers who might be more critical thinkers and attune to culturally responsive teaching and incorporating the community into the process of teaching.

Graduate Survey

The graduate survey that we deployed asked graduates to give their opinion of their teacher education preparation at the College of Menominee Nation based on the INTASC Model Core Teaching Standards for Teacher Development and Licensure. We only had three teacher education graduates during the AY 2018-2019 and after several attempts only received one

response. We wonder if this is a result of the public health crisis, COVID-19, that has placed “stay at home” orders as well as required teachers to not only transition to online teaching but also juggle family lives at home.

The one graduate response rated CMN in all INTASC Standard areas as “Very-well prepared” to “Fairly-well prepared” with the exception of “Leadership and Collaboration”. This aligns with the response from one of our administrators in that CMN students might benefit from increased opportunities for collaboration with peers and other teachers.

PRAXIS II

We have no new data to report on for the PRAXIS II as new students have met the requirements via the policies we implemented in the Fall of 2018.

Question 2: What changes are you planning to make to implement Wis. Admin. Code PI 34 that went in effect on August 1, 2018?

As a result of the new Wis. Admin Code PI 34 and concurrent Program Review the TE department has decided that it is in CMN’s best interest to propose a **K-9 Licensure Program** at this time. Completing Appendix A has proven to be more of a challenge than we had hoped. We have begun to outline the necessary steps required and have created an Action Plan that outlines specific objectives as well as tasks required to complete each objective. The challenge specifically for our department is that not only are we a small department we also wear many hats and are required to participate in varied institutional committees and initiatives. In addition, our goal has been to complete other more pressing reports and meet other required deadlines. We were just beginning to build on our momentum when not only did we switch gears to complete this Continuous Review Program Report and affiliated requirements, but the COVID-19 Crisis and pandemic quickly detoured us off course. As a result of the pandemic, CMN has transitioned to online teaching and learning which has proved to be extremely challenging for many of our students and faculty. We will continue to work towards initial program approval and hope to submit Appendix A perhaps by the start of the Fall 2020 Academic Year if we are able. Setting small goals will be helpful in attaining and submitting our report.

Question 3: How can your liaison support you with completing the requirements to gain Initial Approval as an educator preparation program under Wis. Admin. Code PI 34 that went effect August 1, 2018?

Our liaison can continue to provide support through the sharing of ongoing “lessons learned” from other Education Preparation Programs as well as continuing to provide “tips” that will aid in our progress and successful completion of program approval. It would be helpful if our liaison could also provide information regarding grants and other funding opportunities that might be available to serve our students and our program. In addition, the sharing of knowledge, resources, and professional development opportunities would be beneficial to our program