



Minnesota State University,  
Mankato



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## Message from the Dean

Greetings to the friends of the College of Education! 2004-5 looks like it will be a year of great challenge and great opportunity. A rigorous accreditation site visit and a daunting accountability context for both P-12 schools and higher education have us hustling. It is clear though, that the accomplishments of the last few years put us in a particularly good position to respond – and respond we will! We are bringing our nationally recognized assessment system into place, and that will allow us to understand and refine our programs as almost no other institution can. We are creating new programs and of-

fering assistance to schools and other partners in new and different ways. And, a fabulous, new contingent of faculty have provided special perspectives and remarkable energy to our already accomplished faculty. Life is indeed good and always getting better!

The faculty and staff of the college are involved in goal setting for the year. I would like to comment on three priorities that are emerging: Energetically implementing our diversity plan, increasing professional development opportunities that enhance our college vision, and continuing to find ways to form professional learning communities with

## Recent Faculty Publications within the College of Education

Bussler, Darrol (2004). Are 98.6 Degrees Enough? Reflections on Restorative Justice Training and Credentialing. *Hamline Journal of Public Law and Policy*, 25, 335-346.

Restorative justice is not a new concept; it was practiced by native cultures around the globe, guided by elders and experience. However, the practice of restorative justice in schools and communities in the United States is, in most cases, a new idea: a means to restore relationships rather than merely inflicting punishment. Parents, teachers, law enforcement and corrections personnel, along with citizens in the communities are using restorative practices, often with minimal experience or training. The author contends that it is time for those practicing restorative justice to develop a credentialing process to (1) sustain the movement, (2) gain respect of the public, and (3) protect the communities being served.

Johnson, Andrew (2004). No Child Left Behind: The Emperor is Wearing No Clothes. *International Journal of Whole Schooling*.

No Child Left Behind uses impressive sounding buzz words and phraseology with which one can disagree, however, it offers no new innovations or does nothing to improve the fundamental quality of education. Further, this bill is not based on educational research or research-based theory. Instead, it is an illusion built upon ideological fallacies, nested within the narrow confines of a parochial paradigm, and sprinkled with a lot of I-think-isms. Sadly, NCLB will ultimately cost a great deal of time and money to implement and enforce. This time and that could have been spent on things that really matter such as books, smaller class sizes, professional development, early childhood education, child care, and parenting education. And in the end, our students, schools, and teachers will be worse off and education will have taken a giant step backwards.

our partners. These initiatives reveal a commitment to relationships with people and to supporting growth and success for everyone. I expect that each of you will hear favorable messages about MSU through your own networks.

Thanks to all contributors to our annual fund drive and to other donors. We have been able to provide many new scholarships and have provided critical support to student and faculty development initiatives because of your generosity. We will continue to look for your support. Many faculty are writing grants this fall to develop new programs and to create new

opportunities for our students.

We hope that you will read our newsletters and webpages, and that you will come to our events with anticipation. Please communicate your thoughts and ideas about the college via e-mail ([michael.miller@mnsu.edu](mailto:michael.miller@mnsu.edu)), telephone, or personal appointment.

We wish for you a fulfilling and healthy new year. Expect great things from us!

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The information in this newsletter will be made available in alternative format, such as large print or on cassette tape, upon request to the College of Education 507-389-5445 (voice), 800-625-3529 or 711 (MRS/TTY).

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# College of Education Newsletter

Minnesota State University,  
Mankato

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## Preparations for NCATE and Board of Teaching Accreditation Visit

The work of the past several years will be coming to fruition during the November 13<sup>th</sup> to 17<sup>th</sup> National Council for Accreditation of Teacher Education and Board of Teaching accreditation concurrent visit. Our visit coincides with the 50th anniversary of NCATE as an independent accrediting body. MSU was one of the first accredited institutions in 1954. The Minnesota Board of Teaching has been applying institutional standards since 1979.

The six NCATE standards serve as valid indicators of quality and are used as a basis for determining the educational

quality of institutions and programs. The standards have served as a vehicle for reexamining our professional education programs and the unit as a whole. Using the standards as a framework, faculty and P-12 partners examined our assessment of candidates' performance and strengthened our assessment system. Another major achievement of the work of the past few years is the use of assessment data to improve our programs.

While writing the Institutional Report was a major effort, the process was also one of discovery. The report re-

vealed major improvements in the development of a new conceptual framework, a robust assessment system, and the cohesion of the faculty as a unit. Despite our recent work, it became evident in the report that more energy needs to be devoted to diversity, integration of technology, and student learning.

After several years of intense work, faculty, students, and P-12 partners are ready to be evaluated on high quality standards. We have come together to strengthen quality in our professional education preparation programs.

## Poverty Awareness and Action Team Builds on Understanding Culture of Poverty Workshop

Dr. Linda Good, Associate Professor, Department of Educational Studies: Elementary and Early Childhood

It is difficult to change thinking about people in poverty. But a first community-wide effort was launched at the *Framework for Understanding the Culture of Poverty* workshop at the Midwest Wireless Civic Center in Mankato on April 2, 2004. Over six hundred active participants, including area teachers, school administrators, MSU faculty and students, and social service agencies, attended the workshop. Based on the work of Dr. Ruby Payne, it featured two speakers from aha!Process, Inc., Jodi Pfarr and Phil DeVol, who informed participants about the values, norms, and hidden rules associ-

ated with those who live in poverty in contrast to those espoused by middle class professionals.

The Poverty Awareness and Action Team, a new committee comprised of campus and community members, was formed over the summer months to continue the work begun so energetically last April. They developed the following mission statement: The mission of the Poverty Awareness and Action Team is to work together to understand the culture of poverty, to gain tools for working with people in poverty, and to build bridges of professional collaboration between community service agencies and educators in the greater Mankato community.

P.A.A.T. is currently in

the process of planning a training event, a two-day workshop to be held next spring. The workshop will build on the previous one, identifying tools and strategies for bridging the cultural differences between those who live in poverty and those middle class professionals who serve them. The committee is engaged in grant writing and other fundraising efforts in addition to securing Jodi Pfarr and several of her associates to conduct the training. The goal is to raise enough funds so that the two-day workshop is free to participants.

If you would like to join in the planning or you wish further information about this training opportunity, please contact Linda Good at 507-389-5095 or [linda.good@mnsu.edu](mailto:linda.good@mnsu.edu).

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## COE Welcomes New Clinical and Field Experience Director

The College of Education welcomes Dr. Kitty Foord, the new Director of Clinical and Field Experience. She joins us from Independent School District 112 in Chaska, MN where she was the district coordinator of assessment and secondary curriculum and instruction.

This fall, the Office of Clinical and Field Experience launched 200 student teachers and 1200 clinical experiences. This success of this effort can be attributed to well trained and talented cooperating teachers in our schools and to experienced, caring University supervisors. Over 70 cooperating teachers

attended a workshop in August to understand their responsibilities and improve their skills in working with student teachers. Fifty University supervisors also attended an initial workshop and continue to work with each other throughout the semester.

The key purpose of the Office of Clinical and Field Experience is to develop effective professional educators. Our vision focuses upon creating communities of learners where trust, learning, application, and reflection lead to increasing levels of professional effectiveness. Goals for the year include: 1) reviewing professional evalua-

tion systems to better align teaching in the college, supervision in the field, and application to systems used by area schools, 2) clarifying clinical and field expectations to increase consistent, high quality, professional performance by graduates of MSU, Mankato, and 3) building a dynamic learning community among college professors, University supervisors, cooperating teachers, and student teachers.

## MSU Professional Counseling Grad is Deemed Best in the State

Toby Ackerman, 2004 graduate of the Minnesota State University, Mankato Professional Counseling Program within the Department of Counseling and Student Personnel, was awarded the 2004 Future School Counselor Award by the Minnesota School Counselor Association at its annual conference held at Madden's Resort in Brainerd, Minnesota. The organization,

after reviewing nominees from around the state, gives the award to only one graduate student based on the strength of recommendations from faculty and colleagues. A \$500 stipend toward graduate expenses accompanies the award.

"Toby is an excellent example of the caliber of graduates which come from the MSU program," noted Walter Rob-

erts, Jr., professor of counselor education within the Counseling and Student Personnel Department. "He not only represents our program well, he is a role model for all counselors throughout the Midwest."

Toby, a 2001 graduate of South Dakota State University in Brookings with a B.S. in Psychology, completed a full-year 800-hour internship at two sites during his tenure at MSU in order to fulfill licensure and degree requirements for his M.S. degree. He interned at West High School in Mankato to fulfill his secondary site requirements and the Maple River School District for the elementary and middle school portions of his internship.

"Teens know a genuine and honest adult when they meet one," site supervisor and licensed school counselor Marcia Nagel of West High School commented, "and Toby consistently display realness and concern for them."

"He added a real freshness to our school," added licensed school counselor Sandy

Swatzky, Toby's site supervisor at Maple River. "The students and staff enjoyed Toby and the people he works with can easily tell that he enjoyed being around children."

Toby impressed everyone within the Counseling and Student Personnel Department. Rick Auger, associate professor of counselor education, commented that Toby's graduation was both a happy and sad occasion. "We will miss Toby greatly," he said. "Not only did he set the bar high for all those who come after him in our program, he also made us a better faculty by reminding us just how good we all can be. His work ethic was impeccable. We are extremely fortunate to be able to claim Toby as one of our many shining stars."

Toby was quickly hired once he applied for a position. He is now employed as a licensed school counselor in a high school with the Sioux Falls, South Dakota, School District.



Toby Ackerman (center), 2004 MSU Professional School Counseling Program graduate, is shown with Drs. Rick Auger (left) and Walter Roberts, Jr. (right) at the 2004 Minnesota School Counselors Association annual conference after receiving his award.



## Recent Graduates Spend Time Recruiting Tomorrow's Army Leaders

Lieutenant Colonel Patrick M. O'Sullivan, Chairperson of the Department of Military Science and Leadership

Second Lieutenant (2LT) Joshua Rongitsch and 2LT Bradley Wallace were both commissioned on May 7, 2004 from the Maverick Battalion Army ROTC, Department of Military Science and Leadership, and graduated from Minnesota State University, Mankato on May 8, 2004. From May until September, the two were assigned by the U.S. Army to work in the Department of Military Science and Leadership to serve as Goldbar Recruiters for the MSU Army ROTC program.

The Goldbar recruiter program gets its name from the gold-colored Second Lieutenant rank that newly commissioned Army officers wear on their uniform. The mission of the Goldbar recruiter is to actively recruit and inform new and current students about the benefits and opportunities that await them in the Maverick Battalion Army ROTC program and becoming commissioned officers in the U.S. Army. As very recent MSU graduates themselves, the Goldbar recruiters serve as excellent role models and are able to effectively explain Army ROTC to interested students. The Goldbars, like the permanent Army ROTC faculty assigned to the department and unlike normal Army recruiters working in the malls or local towns, actively look for college students who are Scholars, Athletes, and Leaders (SALs) and express an interest in Army ROTC and are committed to staying in school until graduating with a degree. The U.S. Army has determined that a SAL college student is someone who is well-rounded, physically fit, wants to be challenged, wants to belong to a performance-based institution, and wants to serve

their country. A student who possesses SAL attributes has a great chance to become an excellent leader in today's ever evolving and demanding U.S. Army, and thus may want to pursue Army ROTC and become a commissioned officer.

During the recent summer, 2LTs Rongitsch and Wallace manned Army ROTC information tables at MSU and Gustavus Adolphus College student orientations, conducted numerous interviews with prospective students interested in Army ROTC, provided oversight of the Maverick Battalion's marketing and recruiting efforts while most of the permanent department faculty were working out of state, and conducted self-development to get themselves prepared for their individual follow-up Army training and course work. The two lieutenants helped bring in many quality students to Army ROTC and to MSU and Gustavus Adolphus.

2LT Rongitsch graduated with a Bachelor of Science in Automotive Engineering Technology and is an Infantry officer in the active duty Army. He will depart MSU for his Infantry Officer Basic Course and Ranger School in Fort Benning, GA in early September. Once all of his training has been completed, Josh will be heading to his first leadership assignment as a platoon leader with the 172<sup>nd</sup> Stryker Brigade Combat Team in Fort Wainwright, AK.

2LT Wallace graduated with a Bachelor of Science in Accounting and is a Field Artillery officer in the Minnesota Army National Guard. He will depart MSU for his Field Artillery Officer Basic Course in Fort Sill, OK in mid-September. After completing training, 2LT Wallace will fill his first leadership assignment as a fire support officer with 1-125th Field Artillery Battalion, in Anoka, MN. Bradley has already served for six years

in the Minnesota Army National Guard and has been awarded two Army Achievement Medals, the Army Reserve Component Achievement Medal, and several service ribbons.

Even though these two MSU graduates and new Army officers have two completely different career paths to pursue, they were able to put their skills to work immediately after graduation and commissioning. The values and leadership attributes they gained from participating in the Army ROTC program at MSU will be vital to their success in their Army and civilian careers. The work they performed this summer as Goldbar recruiters was commendable and will benefit the Department of Military Science and Leadership and MSU and Gustavus Adolphus for years to come. In sum, 2LTs Rongitsch and Wallace are stellar examples of MSU graduates and new U.S. Army officers produced by the Department of Military Science and Leadership at MSU.



Recent MSU graduates and new second lieutenants in the U.S. Army, Bradley Wallace (left) and Joshua Rongitsch (middle) discuss the Army and Army ROTC with a potential MSU prospect (right).



## Aviation Students and Faculty Promote Program throughout the Region

Roger Kontak, Chairperson of the Department of Aviation and Business Education

The Minnesota State University, Mankato Aviation Program anticipates climbing enrollment as a result of aggressive recruiting, marketing and promotion efforts. The Aviation faculty and student ambassadors represented the program at Flying Cloud, Anoka, Owatonna, and Mankato airports as well as the EAA Airventure in Oshkosh,

Wisconsin over the summer months. In addition, the Student Aviation Club organized an open house and hangar party to kick off the year and generate excitement among MSU Aviation students. This excitement is spilling over onto the flight team which is growing its membership and practicing for the regional SAFE-CON competition at St. Cloud State in October. It's looking like a banner year ahead for MSU Aviation.



Aviation faculty and student ambassadors represented the program at airports throughout the region over the summer months.

## Chair of Educational Leadership Guest Lectures in Scotland

Dr. Scott Wurdinger, chair of the Department of Educational Leadership at Minnesota State University, Mankato, was a guest lecturer for the University of Edinburgh in Scotland over the past summer. Dr. Wurdinger conducted a three-day workshop titled *Exploring Experiential Learning*, hosted by the outdoor education section at the University of Edinburgh. Twenty participants, mostly professors from the United Kingdom, attended the workshop and discussed a variety of topics including phi-

losophical issues, critical analysis, action research in practice, curriculum design, good practice and implementation of experiential techniques in a variety of educational contexts (both formal and non-formal). Participants left the workshop with a plan on how to include more activities, projects, and field experiences in their curriculums.

While there, Dr. Wurdinger attended numerous meetings with faculty members and deans to discuss current trends and issues in experiential

learning and outdoor education. He also attended evaluation and assessment meetings, similar to the NCATE process here in the United States.

Dr. Wurdinger describes his time overseas as invaluable and notes that it has led to on-going communication with professors from across the UK. This experience has helped open doors for potential sabbatical opportunities for both MSU and University of Edinburgh faculty members.

## For the Love of Education

***“Parents cannot leave a better legacy to the world than well-educated children.”***

As the above quote suggests, education is highly valued in our society. As educators, we take pride in our roles as teachers and administrators in achieving this legacy. Our roles are rewarding – we change lives, we build our communities, and we prepare the next generation for the future.

Many professional provide greater monetary reward, but this is a trade-off that most of us willingly make to have an impact on young people. Interestingly, this trade-off is reflected in the gift-giving pattern of alumni within the College of Education. Most of the larger gifts to the College are what are

known as planned gifts. These gifts are given through wills, trusts and memorials.

As you consider your own will or trust, you can recognize the importance of education in your life by providing resources for student scholarships, student textbooks or travel, or by endowing a scholarship or

chair, or simply allowing the College of Education to identify and address pressing needs. The choices are yours and are virtually unlimited. Your gift will enable future College of Education graduates to continue the legacy.



## Center for School-University Partnerships Welcomes New Director and Field Staff

The 2004-05 school year brings many cast member changes to the Center for School-University Partnerships. Ginger Zierdt began a new appointment as the Center's Director in July. Zierdt is beginning her fourth year at Minnesota State University, Mankato, working for the last three as a faculty member in the Department of Educational Studies: Elementary and Early Childhood. Prior to MSU, Zierdt served for ten years as a Kindergarten and Grade 2 teacher at Monroe Elementary School – ISD #77 Mankato. Zierdt notes, "To serve as CSUP's Director is indeed a professional honor. The work that began with the original Laboratory District concept to what is now the Center has become an integral component to serving students effectively in p-16. There are literally hundreds of individuals that work collectively in an effort to realize the mission: bridging the gap between theory and practice,

ensuring successful transition from pre-service to in-service, and provide continuing enrichment for career practitioners. It is most exciting to be part of this effort, and personally gratifying to be able to contribute to its ongoing success."

Along with a new director, the field staff, known as Teachers on Special Assignment, also has new members as well as returning veterans. TOSA staff members serve their home school district, a Professional Development School partner, as well as MSU on a 50-50 basis. CSUP assists in replacing the TOSA with a Graduate Teaching Fellow who is selected by the individual school districts. TOSAs, as master teachers, have great responsibility in facilitating the unique needs of their home district including the mentorship of new teachers and their Graduate Fellow, while supervising student teachers, assisting with clinical and field experiences, and facilitating Profes-

sional Development School work for MSU. New to the staff this year: Dan Beert (Mankato), Jerry Berg (Sibley-East), Gary Chamberlain (Waseca), Heidi Danielson (Mankato), and Jean Jirak (Mankato). CSUP is very grateful to have the following veteran TOSAs returning this year: Lori Bird (Owatonna), Mary Danielson-Gates (Faribault), Sue Moore (Mankato), and Craig Nelson (Le Sueur-Henderson). Complete profiles of the entire TOSA staff will be published in the CSUP "Fall Newsletter."

CSUP invites you to regularly explore, learn of new events and happenings, and post comments and queries to its website: <http://www.coled.mnsu.edu/NewWeb/CSUP/csup.htm>

## Institute for Continuous Improvement Begins Its Second Year

The Institute for Continuous Improvement, an arm of the Center for School-University Partnerships, begins its second year of service to schools and the greater community in providing responsive service to schools and communities. "ICI is a powerful conduit for meeting needs with professional, customized expertise," says Ginger Zierdt, director of the Center for School-University Partnerships. ICI offerings have included regular courses addressing specialized topics, workshops, in-service, seminars, institutes, and tours. In the past 18

months, ICI has successfully facilitated science and math content explorations, action research and data analysis, English Language Learner teacher support, effective practices in reading instruction, technology explorations, and restorative principles and practices for schools and communities.

"Requests for leadership academies, administrator professional development quests, and grantsmanship are just a few of the needs toward which ICI will focus attention this year," Zierdt adds. "Expanding opportunities to reach a greater num-

ber of participants, providing innovative training and professional development offerings, and delivering them with an ease-of-access approach will continue to be ICI's mission."

ICI welcomes ideas and needs from schools and the greater MSU community. Please visit our website to learn about past and future offerings: [www.coled.mnsu.edu/departments/ICI/index.htm](http://www.coled.mnsu.edu/departments/ICI/index.htm)