CAEP Accountability Measure 1

Measure 1 (Initial). Completer effectiveness and Impact on P-12 learning and development (Component R4.1)

South Dakota Teacher Effectiveness Law and Resources

The data below are collected through the Common Metric Transition to Teaching Survey (TTS). This survey is collected in May and June. After completing their first year of teaching, initial licensure graduates are asked to self-report their teaching evaluation required by South Dakota. These measures include: SLO data (measures **impact on student growth**), Danielson Supervisor Evaluation (**Completer Effectiveness**) and their over-all teacher effectiveness rating. Teacher education faculty analyzed the data and compared it to the key assessment data collected before graduation. Faculty then used results to drive curricular changes. https://doe.sd.gov/Effectiveness/Teacher.aspx

Completer (Teacher) Effectiveness

Danielson (Professional Practice Rating) All administrators evaluating teachers are trained and complete score calibrations through Frontline Education (Provided by Department of Education).

Analysis Completed During 2024-25 Year

Faculty Analysis:

Faculty Reviewed data and see that the majority of completers in their first year of teaching were evaluated by their principals as being proficient. Three elementary were scored at the basic level but their summative teacher effectiveness ratings by their principal were "Meets Expectations."

Use of Results:

Faculty plan to continue to review results but at this time decided no changes were needed based on the teacher effectiveness data for completers.

Data collected summer 2024 for 2022-23 Completers (29 total respondents)

ELEMENTARY=13 MIDDLESCHOOL=10 HIGHSCHOOL=6	Distinguished	Proficient	Basic	Unsatisfactory
ELEMENTARY (13)	1	9	3	0
MIDDLESCHOOL (10)	1	9	0	0
HIGHSCHOOL (6)	0	6	0	0

Impact on P-12 Learning and Development

Student Growth Rating known as SLO

Administrators are trained through the DEPARTMENT OF EDUCATION to support and evaluate teachers' SLOs. The DEPARTMENT OF EDUCATION provides training to teachers in how to design, administer and assess SLOs.

Analysis
Data from completers indicate that most had expected results for SLO with the elementary teacher group had a significantly higher percentage of their classes scoring high on their assessment goals.

Use of Results
Faculty reviewed data and decided at this time to make no changes based on the SLO results. They will continue to monitor the yearly reports.

Data *collected summer 2024 for 2022-23 completers*

ELEMENTARY=13 MIDDLESCHOOL=10 HIGHSCHOOL=6	High (Between 85% and 100% met or exceeded goal).	Expected (Between 65% and 85% of students met or exceeded goal)	Low (Less than 65% of students met or exceeded goal)
ELEMENTARY (13)	6	5	2
MIDDLESCHOOL (10)	1	7	2
HIGHSCHOOL (6)	0	4	2

Overall Rating (SLO + Danielson Observation + Supervisor Judgement)

A Matrix is used to calculate overall rating through using the professional practice rating on the X axis and the Student Growth Rating on the Y axis. The cell of the matrix in which they meet provides an indication of the overall rating. Administrators are encouraged to use professional judgment (they take into account variables-for example COVID) in addition to using the matrix. The X and Y axis meet within 3 areas: Exceeds, Meets or Below.

Analysis
Data indicates that principals are scoring candidates overall as meeting expectations during their first year of teaching, there are some that are exceeding and none that are below expectations. The data is similar to previous years' data.

Use of Results
Faculty used results to confirm course content and field experience expectations are preparing candidates to be successful in their first year of teaching. Faculty decided to make no changes based on these results.

Data collected summer 2023 for 2021-22 completers

ELEMENTARY=13 MIDDLESCHOOL=10 HIGHSCHOOL=6	Exceeds Expectation	Meets Expectation	Below Expectation
ELEMENTARY=13	4	9	0
MIDDLESCHOOL (10)	2	8	0
HIGHSCHOOL (6)	1	5	0

CAEP Accountability Initial and Advanced Measure 2

Measure 2. (Initial and/or Advanced). Satisfaction of employers and stakeholder involvement (Components R4.2|R5.3 | RA.4.1)

Satisfaction of Employers Both Initial and Advanced

Initial Programs

The Common Metrics Supervisor Survey is sent to K-12 administrators who hire initial licensure graduates. The graduates are asked to provide employment information the summer after graduation. The survey is a four-point Likert scale. Employers are asked to indicate to what extent they agree or disagree with the prompts related to the effectiveness of graduates' abilities as new teachers to apply the professional knowledge, skills and dispositions learned and practiced during their programs. The categories include: Instructional practice that includes technology application, teaching diverse learners, creating a positive learning environment, and professionalism. The items in the survey are aligned with the Interstate Teacher Assessment and Support Consortium or InTASC standards. Faculty analyze and use the data to review programs and make changes to positively impact graduates' instructional practices. Faculty reviewed data in July of 2023. Their analysis and use of results follows.

Analysis

Faculty noted that employers are consistently satisfied with the first year teachers' preparation. Faculty noted that an area that was lower focused on differentiating instruction. This aligns with completers' responses to their preparation.

Use of Results

Faculty are looking at course curriculum to identify possible improvements to curriculum to focus on these areas. Principal evaluation on first year teachers is meets expectations. All are scoring in the proficient and distinguished ranges and none at unsatisfactory. Faculty decided to make no changes based on the below data.

Data 2024 Employer Satisfaction Survey Results for Initial Programs Data for 2022-2023 Graduates
Faculty requested data to be reported in below format (different from prior years). Data is 22-23because it was these graduates' first year of teaching in 22-23.

Prompt	2020-2021 Completers N=79	2021-2022 Completers N=52	2022-2023 Completers N=42
Effectively teaches the subject matter in his/her licensure area	3.67	3.74	3.56
Selects instructional strategies to align with curriculum standards	3.68	3.76	3.52

Prompt	2020-2021 Completers N=79	2021-2022 Completers N=52	2022-2023 Completers N=42
Designs activities where students engage with subject matter from a variety of perspectives	3.64	3.69	3.52
Designs activities where students engage with subject matter from a variety of perspectives	3.57	3.56	3.50
Accounts for students' prior knowledge or experiences in instructional planning	3.55	3.49	3.33
Designs long-range instructional plans that meet curricular goals	3.49	3.56	3.46
Regularly adjusts instructional plans to meet students' needs	3.70	3.57	3.44
Plans lessons with clear learning objectives/goals in mind	3.50	3.57	3.40
Designs and modifies assessments to match learning objectives	3.44	3.40	3.48
Provides students with meaningful feedback to guide next steps in learning	3.31	3.35	3.34
Engages students in self-assessment strategies	3.56	3.63	3.46
Uses formative and summative assessments to inform instructional practice	3.35	3.24	3.33

Prompt	2020-2021 Completers N=79	2021-2022 Completers N=52	2022-2023 Completers N=42
Identifies issues of reliability and validity in assessment	3.38	3.50	3.43
Analyzes multiple and appropriate types of assessment data to identify student learning needs	3.37	3.34	3.30
Differentiates assessment for all learners	3.77	3.69	3.50
Uses digital and interactive technologies to achieve instructional goals	3.68	3.57	3.51
Engages students in using a range of technology tools to achieve learning goals	3.35	3.44	3.38
Helps students develop critical thinking processes	3.68	3.40	3.35
Helps students develop skills to solve complex problems	3.64	3.34	3.41
Makes interdisciplinary connections among core subjects	3.57	3.39	3.50
Knows where and how to access resources to build global awareness and understanding	3.55	3.40	3.38
Helps students analyze multiple sources of evidence to draw sound conclusions	3.49	3.56	3.56

Prompt	2020-2021 Completers N=79	2021-2022 Completers N=52	2022-2023 Completers N=42
Effectively teaches students from culturally and ethnically diverse backgrounds and communities	3.70	3.50	3.44
Differentiates instruction for a variety of learning needs	3.50	3.50	3.36
Differentiates for students at varied developmental levels	3.44	3.43	3.44
Differentiates to meet the needs of students from various socioeconomic backgrounds	3.31	3.60	3.43
Differentiates instruction for students with IEPs and 504 plans	3.56	3.49	3.43
Differentiates instruction for students with mental health needs	3.35	3.32	3.24
Differentiates instruction for gifted and talented students	3.38	3.44	3.38
Differentiates instruction for English-language learners	3.37	3.46	3.39
Accesses resources to foster learning for students with diverse needs	3.77	3.39	3.35
Clearly communicates expectations for appropriate student behavior	3.68	3.63	3.43

Prompt	2020-2021 Completers N=79	2021-2022 Completers N=52	2022-2023 Completers N=42
Uses effective communication skills and strategies to convey ideas and information to students	3.35	3.60	3.40
Connects core content to students' real-life experiences	3.33	3.65	3.51
Helps students work together to achieve learning goals	3.64	3.46	3.38
Develops and maintains a classroom environment that promotes student engagement	3.57	3.46	3.15
Responds appropriately to student behavior	3.55	3.68	3.60
Creates a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.49	3.34	3.33
Helps students regulate their own behavior	3.70	3.71	3.46
Effectively organizes the physical environment of the classroom for instruction	3.50	3.46	3.49
Seeks out learning opportunities that align with professional development goals	3.44	3.49	3.40

Prompt	2020-2021 Completers N=79	2021-2022 Completers N=52	2022-2023 Completers N=42
Collaborates with parents and guardians to support student learning	3.31	3.71	3.52
Collaborates with teaching colleagues to improve student performance	3.56	3.65	3.47
Uses colleague feedback to support development as a teacher	3.35	3.83	3.65
Upholds laws related to student rights and teacher responsibility	3.38	3.80	3.58
Acts as an advocate for all students	3.37	3.71	3.52
Do you believe they were well- prepared for their position	3.67	3.74	3.56

Advanced Programs Employer Satisfaction

The EPP programs send out the employer survey in May-June each year to employers of program completers. The prompts are aligned to CAEP Advanced and programs' national standards. The purpose of the survey is to gather feedback concerning the preparation of recent completers. Advanced programs implemented focus groups to gather feedback from employers due to the lack of responses on surveys in previous years. Faculty defined what they wanted to learn, organized how the meeting would be run, recruited participants and held the meeting over Zoom. Their target audience was practitioners and employers and used a content analysis methodology to identify patterns and trends.

Focus Group Feedback

  Analysis
  Through the focus groups, common themes arose concerning professionalism and ethics focused on resiliency, taking and using feedback, communication skills and modeling professionalism and ethics. The panel believes that the EPP supports mentors and students well during field experiences. Members also noted that when there are issues and remediation is needed, the EPP responds immediately and effectively.

  Use of Results
   Education Leadership for curriculum director, SPED director, principal and superintendent programs

reviewed courses and decided to update curriculum to focus more explicitly on ethics and professional expectations. An example of this is that the SPED Law course will incorporate more case studies based on professional and ethical decision making. In addition, courses will ensure NASSP and SD Code of Ethics is embedded throughout content.

Survey Results
Analysis of Results
The survey has a low response rate: 2021-2022=70 completers, 2022-2023=60 completers and 2023-2024=57 completers but the results indicate that the employers' beliefs are that the EPP appropriately prepares completers for the professional expectations of their programs. Due to the low response rates, the EPP advanced programs also gather informal qualitative data from employers through stakeholder meetings and focus groups.

Use of Results
Faculty review results and see that employers scored completers between 80%-90%. Faculty will continue to monitor results and compare results to focus groups and stakeholder meetings due to the survey having such low response rates.

Prompts aligned to CAEP Adv, NELP, NASP and ILA Standards. 5 point Likert Scale	2021-2022 Reading=3 Superintendent=3 Principal=13 School Psych=7 SPED Dir=1	2022-2023 Reading=2 Superintendent=5 Principal=3 School Psych=3	2023-2024 Reading=2 Superin-6 Principal=3 School Psy=2
The USD program prepared him/her to understand the theoretical and content knowledge foundations of their profession.	4.46	4.38	4.38
The USD program prepared him/her to apply the content knowledge and theoretical foundations of his/her profession to professional practice.	4.42	4.38	4.38
The USD program prepared him/her to apply content knowledge to help all students/clients respond in a meaningful manner.	4.17	4.15	4.15
The USD program prepared him/her to apply professional knowledge, skills, and dispositions to help all students/clients respond in a meaningful manner.	4.25	4.08	4.08
The USD program prepared him/her to assume a leadership role in the profession and share knowledge and expertise with others in their profession and community.	4.21	4.15	4.15

Prompts aligned to CAEP Adv, NELP, NASP and ILA Standards. 5 point Likert Scale	2021-2022 Reading=3 Superintendent=3 Principal=13 School Psych=7 SPED Dir=1	2022-2023 Reading=2 Superintendent=5 Principal=3 School Psych=3	2023-2024 Reading=2 Superin-6 Principal=3 School Psy=2
The USD program prepared him/her to use a variety of formal and informal assessments to evaluate one's performance.	4.04	4.38	4.23
The USD program prepared him/her to use a variety of formal and informal assessments to evaluate the performance of others.	4.13	4.15	4.23
The USD program prepared him/her to use technology in their professional practice.	4.13	4.08	4.31
The USD program prepared him/her to leverage up to date technologies to plan, design, and evaluate learning experiences.	3.96	4.15	4.15
The USD program prepared him/her to employ ethical use of technology to further their professional productivity.	4.04	4.23	4.23
The USD program prepared him/her to foster and maintain positive work relationships.	4.17	4.38	4.15
The USD program prepared him/her to model and use effective communication (verbal, non-verbal, and written).	4.17	4.15	4.38
The USD program prepared him/her to read and interpret the professional literature.	4.18	4.08	4.00
The USD program prepared him/her to apply information from research to their professional practice.	4.28	4.15	4.11
The USD program prepared him/her to foster active inquiry and engagement in lifelong learning to prepare students/clients.	4.00	4.23	4.00

Prompts aligned to CAEP Adv, NELP, NASP and ILA Standards. 5 point Likert Scale	2021-2022 Reading=3 Superintendent=3 Principal=13 School Psych=7 SPED Dir=1	2022-2023 Reading=2 Superintendent=5 Principal=3 School Psych=3	2023-2024 Reading=2 Superin-6 Principal=3 School Psy=2
The USD program prepared him/her to integrate professional standards into practice.	4.06	4.15	4.11
The USD program prepared him/her to be culturally responsive in their professional practice.	4.06	4.08	3.67
The USD program prepared him/her to address exceptionality in their professional practice.	3.94	4.38	3.89
The USD program prepared him/her to understand how people learn and develop.	3.78	4.15	4.33
The USD program prepared him/her to recognize and address current issues in the profession.	3.83	4.08	3.67
The USD program prepared him/her to solve problems encountered in professional practice.	3.83	4.15	4.11
The USD program prepared him/her to reflect on professional practice and its effects.	4.28	4.23	4.25
The USD program prepared him/her to understand and use a variety of instructional/intervention strategies to encourage development of critical thinking, problem solving, and/or performance skills	4.06	4.15	4.00
The USD program prepared him/her to create and maintain a safe and effective work environment.	4.06	4.38	4.00

Prompts aligned to CAEP Adv, NELP, NASP and ILA Standards. 5 point Likert Scale	2021-2022 Reading=3 Superintendent=3 Principal=13 School Psych=7 SPED Dir=1	2022-2023 Reading=2 Superintendent=5 Principal=3 School Psych=3	2023-2024 Reading=2 Superin-6 Principal=3 School Psy=2
The USD program prepared him/her to use an understanding of individual and group motivation/behavior to foster positive social interaction and active engagement in learning.	4.00	4.15	3.78
The USD program prepared him/her to display beliefs, values, and behaviors that guide the ethical dimension of their professional practice.	4.12	4.08	4.22
The USD program prepared him/her to understand the technological and societal changes in their profession.	3.94	4.15	3.67
The USD program prepared him/her to uphold the legal and ethical responsibilites of their profession.	4.00	4.38	4.00

Stakeholder Involvement

Stakeholders are deeply involved in programs through providing qualitative feedback on surveys and in meetings, reviewing assessment and data, being members of EPP committees, serving with program faculty on state and national committees, and collaborating on specialized projects identified as needs in PK-12. Recently, we are collaborating with PK-12 districts to design "grow your own" teachers to fill needed openings. We have established cohorts in 3 districts to support them in recruiting paraprofessionals with non-teaching degrees to become special education teachers in two of them and the other district is focused on creating K-12 reading specialists (adv) of teachers currently employed. Stakeholders are involved in designing the program and also designing/teaching some of the coursework.

2024-2025 updates: The Brookings School District PDC (9 special education MA+certification teacher candidates) graduated in December 2024. The Sioux Falls School District (SFSD) cohort (26 candidates) will student teach in August 2025 and graduate 2025. The SFSD is requesting another cohort starting 2025-2026 academic year.

Committee Involvement

External stakeholders from all programs are members of school of education's curriculum committees. Faculty are also members of and are involved in state and national professional organizations in which they collaborate with program professionals at the local and national level. Minutes from these meetings are shared within the division meetings and programs use this feedback to

monitor and make adjustments to their curriculum. In the descriptions of the committee work, analysis of data and use of results are provided for the 2023-2024 academic year.

Committees and Organizations

EPP Committees	Professional Organizations
TEAC (Teacher Education Advisory Committee) Members are from PK-12, Arts/Sciences, Fine Arts and Teacher Education	NASP National Association of School Psychologists (State and National) Faculty are members and attend meetings with stakeholders
Dean's External Advisory Committee One or more members are from all of EPP programs	SASD School Administrators of South Dakota Faculty attend monthly meetings and annual conferences (also present at conferences)

EPP Committees	Professional Organizations
Prepared to Teach (Bank Street Grant) and Communities of Practice Funding student teaching EPP Members are PK-12 partners and program leaders. National members are same from multiple states. Collaboration on the national level.	Faculty members of Reading Recovery Active in leadership roles
Education Discipline Committee Members are from all SD universities, DOE and Board of Regents	

Educational Leadership Documentation of Program Feedback

Educational Leadership had their external partner meeting on August 4, 2023 at the School Administrators of South Dakota (SASD) annual meeting held in Sioux Falls. This is an opportunity for the programs to share information and data with their external partners in South Dakota. Also during this time, they ask for feedback about their program such as asking how well prepared completers are and quality of assessments and program assignments. Below is the feedback collected during the meeting. It was shared with faculty at their first faculty meeting.

Feedback

Educational Leadership Stakeholder Feedback

Educational Leadership: Principal, superintendent, SPED director and curriculum director representatives attended the August 9, 2024 listening session at the School Leadership Conference in Sioux Falls, SD. The faculty provided updates on programs such as the doctoral hyflex delivery model in which faculty are traveling to state locations to have class so that everyone gets an opportunity to attend face to face classes and others attend through Zoom. Also, the Praxis pass rate is 100% and that the capstone course for the superintendent program is now renamed: Policy for Educational Leaders. Feedback from stakeholders identified strengths and suggested improvements. The flexibility of the

program was identified as a strength and an improvement identified was having course instructors provide more feedback to students. There were no abilities to use technology concerns. Discussion was held concerning recruitment ideas and stakeholders liked the "grow your own" model that educational leadership is starting with the Rapid City School District.

Documentation of Collaboration on Committees and Special Projects

Dean's External Advisory Committee Excerpt: November 2024. Committee has members representing all EPP programs. Information from the EPP were provided: CAEP 2025 visit is in November, 2025; RPED grant updates and the new SD jump start certificate in which high school students can take up to three teacher education courses as dual credit. Members stated that teacher candidates are well prepared in content knowledge and suggestions included supporting candidates in communication with parents. Also, members suggested trauma informed awareness training for candidates. Members stated there are huge shortages of counselors, school psychologists and administrators in addition to teachers. Committee members from the west side of the state encouraged the EPP to put more programs online.

Teacher Pathway: The EPP is collaborating with PK-12 partner districts to recruit high school students to become teachers (BSED degree) and also recruiting education assistants and other interested community members who have an undergrad degree to become teachers through Masters+certification programs. A pilot was started in the Brookings school district with 12 education assistants who enrolled in a special education Masters+ initial cert program.

TEAC Discussions
TEAC is comprised of faculty from the following schools: School of education, fine arts and arts and sciences; in addition to representatives from PK-12 stakeholders. The EPP provided positive enrollment trends at USD Sioux Falls and CAEP self study and state report information. Continued discussion was held concerning professionalism of candidates and the EPP reported that early field experiences has added emphasis to professionalism before candidates go out to their placements in addition to using improvement plans earlier in programs rather than only during residency. Discussion was held concerning the MA elementary, special education and secondary education initial certification programs. In addition, discussion was held concerning eliminating the Praxis CORE test requirement. The chair plans to do research into the impact this might have.

State Initiatives Driving Curriculum-
Ed Leadership
1.   Drs. Erin Lehmann and David Swank continue facilitating The United States Department of Education has provided states additional flexibility regarding Accountability Report Cards (ARC) for the past few years. The South Dakota Department of Education wants to ensure that our state is doing what is best for the students and schools in South Dakota while still following the federal requirements regarding accountability. Drs. Erin Lehmann and David Swank are facilitating a workgroup comprised of South Dakota educators and administrators to review specific pieces of our current accountability indicators and make recommendations to the South Dakota Department of Education for consideration by other interested groups, including legislators, superintendents, and practitioners' organizations.

2. *Continuing:*
Division of Educational Leadership members are partnering with the SD DOE to develop a plan to support principals in our highest needs schools. South Dakota identified schools in the lowest five percent of School Performance Index points as needing Comprehensive Support. Members of the Division of Educational Leadership are helping to develop a framework for supporting principals in these schools, and are then being asked to provide leadership coaching to those principals to improve instructional outcomes. DOE now has a mentoring program for administrators https://doe.sd.gov/mentoring/pld.aspx (Hope Paulson does this)

TRE
1.   Continue working with TIE (Now Compass) on the RPED grant to "grow your own" teachers for rural districts.
2.   Educators Rising- working with them to create an exploratory class.
3.   Online Teacher Exploratory Class
    a.   Inspiring and Leading through Excellence in Education is the shared vision of the USD School of Education and DIAL Corporation for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. This first year seminar for high school juniors and seniors is designed to help students prepare for the college experience both academically and personally. The course aids students as they acquire and develop skills necessary to reach their educational objectives. The seminar will encourage students to explore the field of education, identify practices and experiences to help them be successful in their college and professional careers, and to demonstrate proficiency in discussion, reflection, writing, and the use of technology.

    DIAL's purpose in developing and offering this course is to increase the understanding of the educational profession and develop future educators for the state of South Dakota.

    Communities of Practice (Now Pathways Alliance)-
    The Prepared to Teach grant has evolved into the Pathways Alliance. It continues to be communities of practice groups that meet monthly to discuss education issues. Each education preparation provided has local member comprised of faculty and employers of educators at both the initial and advanced levels of licensure that are members of break out groups. These groups

collaborate to discuss and find solutions to various national challenges (problems of practice) facing education. The 2023-24 discussions continue to focus on providing funding and salaries during residency and internship placements for candidates. USD has learned what others across the nation are doing with teacher pathway programs and recent discussions are happening concerning using federal funds from Department of Labor to subsidize tuition and provide salaries for candidates in residency or internship. Through this work, the EPP was able to establish registered apprenticeships with the Sioux Falls School District.

School Psychology and Counseling
1. USD SCHOOL CRISIS PREVENTION AND RESPONSE PROJECT
    PREPaRE Crisis Prevention and Response Training continues
    a. The SD Division of Behavioral Health and Department of Health collaborated with the University of South Dakota School of Education, School Psychology Program, to coordinate and deliver training for school personnel in the PREPaRE model of school crisis prevention and intervention. This project has supported over 95 school districts to be trained in this model since January 2020, which helps school staff improve and strengthen their school safety, crisis management and emergency response plans. This crisis training equips school-based professionals with the tools and skill necessary to respond to the full spectrum of human- or weather-related crisis events (e.g., tornadoes, death of a student or teacher, armed assailants). These efforts have been in collaboration with Division of Behavioral Health, Department of Education Office of Student Wellness and Supports, as well as the South Dakota School Safety

    Program in the Department of Public Safety, Homeland Security. Through PREPaRE training, participants learn about attending to both physical and psychological safety in schools as well as gain knowledge and practice for providing immediate mental health crisis interventions for school and community members who have been exposed to an acute traumatic stressor. This work has impacted almost one hundred South Dakota school districts to date and the number of interest and need for this work continues to grow.

2023 Employer Satisfaction Survey Results for Advanced Programs
Advanced Employer Survey Results
The EPP programs send out the employer survey in May-June each year to employers of program completers. The prompts are aligned to CAEP Advanced and programs' national standards. The purpose of the survey is to gather feedback concerning the preparation of recent completers.

Analysis of Results
The survey has a low response rate: 2021-2022=70 completers, 2022-2023=60 completers and 2023-2024=57 completers but the results indicate that the employers' beliefs are that the EPP appropriately prepares completers for the professional expectations of their programs. Due to the low response rates, the EPP advanced programs also gather informal qualitative data from employers through stakeholder meetings and focus groups.

Use of Results
Faculty review results and see that employers scored completers between 80%-90%. Faculty will continue to monitor results and compare results to focus groups and stakeholder meetings due to the survey having such low response rates.

Prompts aligned to CAEP Adv, NELP, NASP and ILA Standards. 5 point Likert Scale	2021-2022	2022-2023	2023-2024
	Reading=3 Superintendent=3 Principal=13 School Psych=7 SPED Dir=1	Reading=2 Superintendent=5 Principal=3 School Psych=3	Reading=2 Superin-6 Principal=3 School Psy=2

The USD program prepared him/her to understand the theoretical and content knowledge foundations of their profession.	4.46	4.38	4.38
The USD program prepared him/her to apply the content knowledge and theoretical foundations of his/her profession to professional practice.	4.42	4.38	4.38
The USD program prepared him/her to apply content knowledge to help all students/clients respond in a meaningful manner.	4.17	4.15	4.15
The USD program prepared him/her to apply professional knowledge, skills, and dispositions to help all students/clients respond in a meaningful manner.	4.25	4.08	4.08
The USD program prepared him/her to assume a leadership role in the profession and share knowledge and expertise with others in their profession and community.	4.21	4.15	4.15
The USD program prepared him/her to use a variety of formal and informal assessments to evaluate one's performance.	4.04	4.38	4.23
The USD program prepared him/her to use a variety of formal and informal assessments to evaluate the performance of others.	4.13	4.15	4.23
The USD program prepared him/her to use technology in their professional practice.	4.13	4.08	4.31
The USD program prepared him/her to leverage up to date technologies to plan, design, and evaluate learning experiences.	3.96	4.15	4.15
The USD program prepared him/her to employ ethical use of technology to further their professional productivity.	4.04	4.23	4.23
The USD program prepared him/her to foster and maintain positive work relationships.	4.17	4.38	4.15
The USD program prepared him/her to model and use effective communication (verbal, non-verbal, and written).	4.17	4.15	4.38

The USD program prepared him/her to read and interpret the professional literature.	4.18	4.08	4.00
The USD program prepared him/her to apply information from research to their professional practice.	4.28	4.15	4.11
The USD program prepared him/her to foster active inquiry and engagement in lifelong learning to prepare students/clients.	4.00	4.23	4.00
The USD program prepared him/her to integrate professional standards into practice.	4.06	4.15	4.11
The USD program prepared him/her to be culturally responsive in their professional practice.	4.06	4.08	3.67
The USD program prepared him/her to address exceptionality in their professional practice.	3.94	4.38	3.89
The USD program prepared him/her to understand how people learn and develop.	3.78	4.15	4.33
The USD program prepared him/her to recognize and address current issues in the profession.	3.83	4.08	3.67
The USD program prepared him/her to solve problems encountered in professional practice.	3.83	4.15	4.11
The USD program prepared him/her to reflect on professional practice and its effects.	4.28	4.23	4.25
The USD program prepared him/her to understand and use a variety of instructional/intervention strategies to encourage development of critical thinking, problem solving, and/or performance skills	4.06	4.15	4.00
The USD program prepared him/her to create and maintain a safe and effective work environment.	4.06	4.38	4.00

The USD program prepared him/her to use an understanding of individual and group motivation/behavior to foster positive social interaction and active engagement in learning.	4.00	4.15	3.78
The USD program prepared him/her to display beliefs, values, and behaviors that guide the ethical dimension of their professional practice.	4.12	4.08	4.22
The USD program prepared him/her to understand the technological and societal changes in their profession.	3.94	4.15	3.67
The USD program prepared him/her to uphold the legal and ethical responsibilites of their profession.	4.00	4.38	4.00

CAEP Accountability Initial Measure 3

Measure 3 (Initial). Candidate competency at program completion (Component R3.3)

The School of Education, known as the education preparation provider, EPP, requires all candidates to successfully complete three summative key assessments that measure their academic competency in the following areas: positive impact on diverse student learning and development, content knowledge, pedagogical knowledge and skills, technology integration, and critical dispositions with professional responsibilities. Those candidates that do not meet required scores on key assessments are provided support through tutoring services for the standardized Praxis tests and improvement plans with enhanced support from residency instructors if candidates are not meeting expectations on the Skills of Teaching Observation Tool during residency (STOT). Faculty analysis and use of results is provided in addition to brief descriptions of the assessments and data.

Praxis Content Tests for Initial Licensure

Candidates must pass the content test corresponding to their major before they are allowed to enter residency. The academic advisor and the placement coordinator track this information. Candidates are required to self-report their scores when applying to residency. The advisor and placement coordinator verify the scores through the Praxis data manager website. The placement coordinator records Praxis scores in the cohort tracking database. The results of this data from the 2020-2021 completers is analyzed by faculty and the results are used to inform decision making or program modifications. Data is also shared with external stakeholders such as the Teacher Education Advisory Committee, which is known as TEAC. Members of this committee are from the arts and sciences, fine arts and education schools on campus and K-12 district partners. The committee reviews data, asks questions and provides feedback to the education preparation provider, known as the EPP.

Analysis

Faculty reviewed data and saw no concerns. The mean of the EPP's candidates is equal to or higher than the state average. Faculty noted that they would like to see how many attempts students completed to pass and also would like to see of those how many points away from passing they were.

Use of Results

Faculty used results to confirm that graduates are content prepared.

Praxis Content Test Data for 2023-2024 Completers

Data is disaggregated by program and gender.

Initial Completers Content Test

ELEMENTARY EDUCATION MAJORS								

			Reading	PASS=150				
2021-2022			2022-2023			2023-2024		
5002			5002			5002		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
45	167.16	100%	54	167.81	100%	42	163	100%

			Math	PASS=146				
2021-2022			2022-2023			2023-2024		
5003			5003			5003		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
45	180.33	100%	54	176.72	100%	42	172	100%

			Soc Sci	PASS=147				
2021-2022			2022-2023			2023-2024		
5004			5004			5004		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
45	160.58	100%	54	162.44	100%	42	159	100%

			Science	PASS=150				
2021-2022			2022-2023			2023-2024		
5005			5005			5005		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
45	166.38	100%	54	167.81	100%	42	169	100%

SPECIAL EDUCATION MAJORS								

			5354	PASS=145				
2021-2022			2022-2023			2023-2024		
5354			5354			5354		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
29	168.52	100%	16	176.88	100%	4	163	100%

PHYSICAL EDUCATION MAJORS								

			5091	PASS=140				
2021-2022			2022-2023			2023-2024		
5712								
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate

N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
6	156.71	100%	8	151.75	100%	5	151	100%

HISTORY EDUCATION MAJORS								
			5941	PASS=135				
2021-2022			2022-2023			2023-2024		
5712			5712			5712		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
13	163.64	100%	5	139.4	100%	5	163	100%

ENGLISH EDUCATION MAJORS								
			5038	PASS=167				
2021-2022			2022-2023			2023-2024		
5712			5712			5712		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
12	173.25	100%	11	175.45	100%	6	175	100%

MATH EDUCATION MAJORS								
			5732	PASS=150				
2021-2022			2022-2023			2023-2024		
5712			5712			5712		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
3	195.33	100%	1	NA	100%	2	190	100%

BIOLOGY EDUCATION MAJORS								
			5235	PASS=147				
2021-2022			2022-2023			2023-2024		
5712			5712			5712		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
1	NA	100%	0	NA	100%	0	NA	100%

Initial Completers Content Test

Gender

Due to content test differentiation, disaggregation by race of the EPP completers in content areas cannot be performed without possible identification of students.

ELEMENTARY EDUCATION MAJORS		
	Reading 5002 PASS=150	
2021-2022	2022-2023	2023-2024
Female	Female	Female

N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
75	167.64	100%	52	168	100%	37	163	100%
2021-2022			2022-2023			2023-2024		
Male			Male			Male		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
35	165.22	100%	2	NA	100%	5	162	100%

Math 5003   PASS=146

2021-2022			2022-2023			2023-2024		
Female			Female			Female		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
75	179.42	100%	52	176.31	100%	37	171	100%
2021-2022			2022-2023			2023-2024		
Male			Male			Male		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
35	184.00	100%	2	NA	100%	5	178	100%

Soc Sci 5004   PASS=147

2021-2022			2022-2023			2023-2024		
Female			Female			Female		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
75	161.43	100%	52	162.35	100%	37	159	100%
2021-2022			2022-2023			2023-2024		
Male			Male			Male		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
35	158.78	100%	2	NA	100%	5	161	100%

Science 5005   PASS=150

2021-2022			2022-2023			2023-2024		
Female			Female			Female		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
75	167.31	100%	52	167.69	100%	37	167	100%
2021-2022			2022-2023			2023-2024		
Male			Male			Male		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
35	162.67	100%	2	NA	100%	5	176	100%

SPECIAL EDUCATION MAJORS

5354   PASS=145

2021-2022			2022-2023			2023-2024		
Female			Female			Female		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
22	168.80	100%	16	176.88	100%	4	163	100%

	2021-2022			2022-2023			2023-2024	
	Male			Male			Male	
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
7	167.71	100%	0	NA	100%	0	NA	NA

PHYSICAL EDUCATION MAJORS								
			5091	PASS=140				

	2021-2022			2022-2023			2023-2024	
	Female			Female			Female	
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
4	157.00	100%	0	NA	100%	0	NA	NA
	2021-2022			2022-2023			2023-2024	
	Male			Male			Male	
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
3	156.33	100%	8	182.25	100%	5	151	100%

HISTORY EDUCATION MAJORS								
			5941	PASS=135				

	2021-2022			2022-2023			2023-2024	
	Female			Female			Female	
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
7	160.54	100%	3	138.6	100%	1	NA	100%
	2021-2022			2022-2023			2023-2024	
	Male			Male			Male	
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
8	161.43	100%	2	140.5	100%	3	163	100%

ENGLISH EDUCATION MAJORS								
			5038	PASS=167				

	2021-2022			2022-2023			2023-2024	
	Female			Female			Female	
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
8	171.65	100%	10	175.6	100%	3	172	100%
	2021-2022			2022-2023			2023-2024	
	Male			Male			Male	
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
4	176.50	100%	1	NA	100%	3	177	100%

MATH EDUCATION MAJORS								
			5161	PASS=160				

5169			PASS=165					
2021-2022			2022-2023			2023-2024		
5161 and 5169			5169			5712		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
3	NA	100%	1 (male)	NA	100%	2	NA	100%
Multiple tests taken								

BIOLOGY EDUCATION MAJORS								
5235			PASS=147					
2021-2022			2022-2023			2023-2024		
5712			5712			5712		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
1	NA	100%	0	NA	100%	0	NA	100%

Skills of Teaching Observation Tool (STOT)

The Skills of Teaching Observation Tool (STOT) is a proprietary assessment based on the InTASC standards and is used as summative assessment during student teaching. It was developed by the North Dakota Association of Colleges of Teacher Education (NDACTE). Details regarding the development and piloting of the program can be found on their website. The 34-item assessment consists of 4 factors: The learner and learning (9 items); Content knowledge (7 items); instructional practice (12 items), and professional responsibility (6 items). The Learner and Learning factor encompasses InTASC standards #1 Learner Development; #2 Learning Differences, and #3 Learning Environments. The content knowledge factor is aligned with InTASC standard #4 Content Knowledge and #5 Application of Content Knowledge. Instructional factors are comprised of InTASC standards #6 Assessment, #7 Planning for Instruction, and #8 Instructional strategies. The final factor of Professional Responsibility aligns with InTASC standards # 9 Professional Learning and Ethical Practice and #10 Leadership and Collaboration. Residency instructors complete training for scoring the assessment and they also complete "in house" calibration.

As the formal assessment tool for the program, candidates are assessed at the end of each semester using the STOT. The STOT is used for monitoring purposes at the conclusion of the first semester of student teaching (Residency I) and as a progression decision at the end of the program (Residency II). Candidates who do not meet expectations are placed on an improvement plan as is detailed in the Residency Handbook. Two additional formative assessments are used each semester as supervisors observe and coach candidates' progress.

After each observation is completed, candidates, the university supervisor, and sometimes the mentor teacher, meet for debriefing. Candidate performance is discussed, areas of strength and for improvement are discussed. The STOT is introduced in the two earlier clinical experiences and discussed in the student teaching coursework days, so candidates are familiar with expectations and performance levels required.

Annual Inter-rater reliability was completed for the 2022-23 academic year.

Analysis
Faculty reviewed the STOT data for 2023-2024 completers and made note of the following:
- Inter-rater reliability was completed
- All data was positive

At this time, faculty did not identify elements it believes need to be focused on for changes.

Skills of Teaching Observation Tool Data (STOT)

Data is reported providing the average score for each INTASC standard question. For example, INTASC 1 has 2 relevant questions on the assessment. These 2 scores are averaged into 1 score for the candidate for this report. The data is reporting the final assessment for completers in 2022-2023 academic year. The scale is 1= underdeveloped, 2=emerging, 3=proficient, 4=distinguished.

Analysis

Faculty reviewed data and observed that all candidates met proficient ranges. Lower scores were noted in secondary education majors again with their ability to differentiate instruction. This analysis aligns to survey data from first year teachers and employers.

Use of Results

Faculty are working to make changes in residency 1 and residency 2 coursework to enhance methods of differentiating instruction, classroom management and professionalism.

Disaggregated by Content

ELED	2021-2022	2022-2023	2023-2024
1.1 - Supports student learning through developmentally appropriate instruction	3.73	3.50	3.49
1.2 - Accounts for differences in students' prior knowledge	3.61	3.53	3.29
INTASC 1 AVERAGE	3.61	3.51	3.39
2.1 - Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	3.61	3.50	3.23
2.2 - Exhibits fairness and belief that all students can learn	3.67	3.51	3.46
INTASC 2 AVERAGE	3.61	3.51	3.35
3.1 - Creates a safe and respectful environment for learners	3.67	3.58	3.55
3.2 - Structures a classroom environment that promotes student engagement	3.67	3.51	3.55
3.3 - Clearly communicates expectations for appropriate student behavior	3.61	3.36	3.55

ELED	2021-2022	2022-2023	2023-2024
3.4 - Responds appropriately to student behavior	3.67	3.36	3.44
3.5 - Guides learners in using technologies in appropriate, safe, and effective ways	3.61	3.49	3.34
INSTASC 3 AVERAGE	3.67	3.46	3.49
4.1 - Effectively teaches subject matter	3.61	3.49	3.50
4.2 - Guides mastery of content through meaningful learning experiences	3.67	3.40	3.44
4.3 - Integrates culturally relevant content to build on learners' background knowledge	3.67	3.29	3.14
INTASC 4 AVERAGE	3.61	3.39	3.35
5.1 - Connects core content to relevant, real-life experiences and learning tasks	3.67	3.46	3.34
5.2 - Designs activities where students engage with subject matter from a variety of perspectives	3.67	3.43	3.39
5.3 - Accesses content resources to build global awareness	3.61	3.23	3.15
5.4 - Uses relevant content to engage learners in innovative thinking & collaborative problem solving	3.67	3.39	3.34
INTASC 5 AVERAGE	3.61	3.38	3.31
6.1 - Uses multiple methods of assessment	3.67	3.46	3.43
6.2 - Provides students with meaningful feedback to guide next steps in learning	3.67	3.46	3.37

ELED	2021-2022	2022-2023	2023-2024
6.3 - Uses appropriate data sources to identify student learning needs	3.61	3.49	3.44
6.4 - Engages students in self-assessment strategies	3.58	3.45	3.45
INTASC 6 AVERAGE	3.58	3.47	3.42
7.1 - Connects lesson goals with school curriculum and state standards	3.78	3.66	3.48
7.2 - Uses assessment data to inform planning for instruction	3.66	3.50	3.41
7.3 - Adjusts instructional plans to meet students' needs	3.66	3.50	3.34
7.4 - Collaboratively designs instruction	3.68	3.63	3.56
INTASC 7 AVERAGE	3.68	3.58	3.45
8.1 - Varies instructional strategies to engage learners	3.80	3.56	3.59
8.2 - Uses technology appropriately to enhance instruction	3.59	3.45	3.38
8.3 - Differentiates instruction for a variety of learning needs	3.61	3.38	3.20

ELED	2021-2022	2022-2023	2023-2024
8.4 - Instructional practices reflect effective communication skills	3.74	3.56	3.52
INTASC 8 AVERAGE	3.61	3.49	3.42
9.1 - Uses feedback to improve teaching effectiveness	3.61	3.60	3.68
9.2 - Uses self-reflection to improve teaching effectiveness	3.74	3.59	3.65
9.3 - Upholds legal responsibilities as a professional educator	3.61	3.65	3.65
9.4 - Demonstrates commitment to the profession	3.76	3.58	3.63
INTASC 9 AVERAGE	3.75	3.60	3.65
10.1 - Collaborates with colleagues to improve student performance	3.77	3.71	3.56
10.2 - Collaborates with parent/guardian/advocate to improve student performance	3.64	3.59	3.38
INTASC 10 AVERAGE	3.71	3.65	3.45

SPED	2021-2022	2022-2023	2023-2024
1.1 - Supports student learning through developmentally appropriate instruction	3.52	3.61	3.25
1.2 - Accounts for differences in students' prior knowledge	3.50	3.46	3.13
INTASC 1 AVERAGE	3.51	3.54	3.19

SPED	2021-2022	2022-2023	2023-2024
2.1 - Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	3.40	3.57	3.25
2.2 - Exhibits fairness and belief that all students can learn	3.56	3.68	3.63
INTASC 2 AVERAGE	3.48	3.63	3.44
3.1 - Creates a safe and respectful environment for learners	3.54	3.46	3.38
3.2 - Structures a classroom environment that promotes student engagement	3.46	3.50	3.38
3.3 - Clearly communicates expectations for appropriate student behavior	3.48	3.50	3.50
3.4 - Responds appropriately to student behavior	3.48	3.39	3.25
3.5 - Guides learners in using technologies in appropriate, safe, and effective ways	3.44	3.50	3.13
INSTASC 3 AVERAGE	3.54	3.44	3.33
4.1 - Effectively teaches subject matter	3.52	3.54	3.50
4.2 - Guides mastery of content through meaningful learning experiences	3.44	3.43	3.13
4.3 - Integrates culturally relevant content to build on learners' background knowledge	3.31	3.29	3.00
INTASC 4 AVERAGE	3.42	3.42	3.21
5.1 - Connects core content to relevant, real-life experiences and learning tasks	3.52	3.39	3.63

SPED	2021-2022	2022-2023	2023-2024
5.2 - Designs activities where students engage with subject matter from a variety of perspectives	3.50	3.50	3.38
5.3 - Accesses content resources to build global awareness	3.25	3.14	3.00
5.4 - Uses relevant content to engage learners in innovative thinking & collaborative problem solving	3.38	3.39	3.00
INTASC 5 AVERAGE	3.41	3.36	3.25
6.1 - Uses multiple methods of assessment	3.60	3.57	3.25
6.2 - Provides students with meaningful feedback to guide next steps in learning	3.50	3.50	3.13
6.3 - Uses appropriate data sources to identify student learning needs	3.56	3.57	3.25
6.4 - Engages students in self-assessment strategies	3.35	3.46	3.13
INTASC 6 AVERAGE	3.50	3.53	3.19
7.1 - Connects lesson goals with school curriculum and state standards	3.58	3.57	3.38
7.2 - Uses assessment data to inform planning for instruction	3.52	3.50	3.13

SPED	2021-2022	2022-2023	2023-2024
7.3 - Adjusts instructional plans to meet students' needs	3.52	3.57	3.38
7.4 - Collaboratively designs instruction	3.60	3.54	3.63
INTASC 7 AVERAGE	3.55	3.54	3.38
8.1 - Varies instructional strategies to engage learners	3.54	3.71	3.63
8.2 - Uses technology appropriately to enhance instruction	3.44	3.50	3.00
8.3 - Differentiates instruction for a variety of learning needs	3.54	3.64	3.38
8.4 - Instructional practices reflect effective communication skills	3.44	3.54	3.13
INTASC 8 AVERAGE	3.52	3.60	3.28
9.1 - Uses feedback to improve teaching effectiveness	3.63	3.61	3.38
9.2 - Uses self-reflection to improve teaching effectiveness	3.63	3.54	3.38
9.3 - Upholds legal responsibilities as a professional educator	3.60	3.50	3.38
9.4 - Demonstrates commitment to the profession	3.62	3.57	3.25
INTASC 9 AVERAGE	3.62	3.55	3.35

SPED	2021-2022	2022-2023	2023-2024
10.1 - Collaborates with colleagues to improve student performance	3.67	3.61	3.25
10.2 - Collaborates with parent/guardian/advocate to improve student performance	3.63	3.43	3.25
INTASC 10 AVERAGE	3.65	3.52	3.25

English	2021-2022	2022-2023	2023-2024
1.1 - Supports student learning through developmentally appropriate instruction	3.70	3.60	3.33
1.2 - Accounts for differences in students' prior knowledge	3.65	3.25	3.33
INTASC 1 AVERAGE	3.68	3.43	3.33
2.1 - Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	3.50	3.10	3.50
2.2 - Exhibits fairness and belief that all students can learn	3.80	3.35	3.50
INTASC 2 AVERAGE	3.65	3.23	3.50
3.1 - Creates a safe and respectful environment for learners	3.60	3.40	3.50
3.2 - Structures a classroom environment that promotes student engagement	3.55	3.45	3.33
3.3 - Clearly communicates expectations for appropriate student behavior	3.45	3.50	3.50
3.4 - Responds appropriately to student behavior	3.35	3.45	3.33
3.5 - Guides learners in using technologies in appropriate, safe, and effective ways	3.60	3.30	3.33

English	2021-2022	2022-2023	2023-2024
INSTASC 3 AVERAGE	3.52	3.42	3.40
4.1 - Effectively teaches subject matter	3.50	3.65	3.50
4.2 - Guides mastery of content through meaningful learning experiences	3.65	3.50	3.50
4.3 - Integrates culturally relevant content to build on learners' background knowledge	3.35	3.30	3.50
INTASC 4 AVERAGE	3.50	3.48	3.50
5.1 - Connects core content to relevant, real-life experiences and learning tasks	3.65	3.35	3.50
5.2 - Designs activities where students engage with subject matter from a variety of perspectives	3.55	3.55	3.33
5.3 - Accesses content resources to build global awareness	3.25	2.95	3.50
5.4 - Uses relevant content to engage learners in innovative thinking & collaborative problem solving	3.55	3.20	3.33
INTASC 5 AVERAGE	3.50	3.26	3.50
6.1 - Uses multiple methods of assessment	3.50	3.40	3.42
6.2 - Provides students with meaningful feedback to guide next steps in learning	3.60	3.45	3.50
6.3 - Uses appropriate data sources to identify student learning needs	3.40	3.30	3.50

English	2021-2022	2022-2023	2023-2024
6.4 - Engages students in self-assessment strategies	3.55	3.40	3.50
INTASC 6 AVERAGE	3.51	3.39	3.46
7.1 - Connects lesson goals with school curriculum and state standards	3.65	3.70	3.50
7.2 - Uses assessment data to inform planning for instruction	3.45	3.30	3.33
7.3 - Adjusts instructional plans to meet students' needs	3.45	3.35	3.33
7.4 - Collaboratively designs instruction	3.70	3.70	3.33
INTASC 7 AVERAGE	3.56	3.51	3.38
8.1 - Varies instructional strategies to engage learners	3.60	3.70	3.33
8.2 - Uses technology appropriately to enhance instruction	3.50	3.40	3.33
8.3 - Differentiates instruction for a variety of learning needs	3.35	3.25	3.33
8.4 - Instructional practices reflect effective communication skills	3.65	3.65	3.33
INTASC 8 AVERAGE	3.53	3.50	3.33

English	2021-2022	2022-2023	2023-2024
9.1 - Uses feedback to improve teaching effectiveness	3.75	3.65	3.67
9.2 - Uses self-reflection to improve teaching effectiveness	3.65	3.65	3.67
9.3 - Upholds legal responsibilities as a professional educator	3.75	3.28	3.83
9.4 - Demonstrates commitment to the profession	3.60	3.35	3.50
INTASC 9 AVERAGE	3.69	3.50	3.67
10.1 - Collaborates with colleagues to improve student performance	3.70	3.55	3.50
10.2 - Collaborates with parent/guardian/advocate to improve student performance	3.55	3.40	3.33
INTASC 10 AVERAGE	3.63	3.48	3.42

History	2021-2022	2022-2023	2023-2024
1.1 - Supports student learning through developmentally appropriate instruction	3.42	3.17	3.17
1.2 - Accounts for differences in students' prior knowledge	3.23	2.67	3.17
INTASC 1 AVERAGE	3.33	2.92	3.17
2.1 - Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	3.12	2.83	3.00
2.2 - Exhibits fairness and belief that all students can learn	3.35	3.17	3.00

History	2021-2022	2022-2023	2023-2024
INTASC 2 AVERAGE	3.23	3.00	3.00
3.1 - Creates a safe and respectful environment for learners	3.50	2.83	3.50
3.2 - Structures a classroom environment that promotes student engagement	3.38	2.83	3.17
3.3 - Clearly communicates expectations for appropriate student behavior	3.31	2.67	3.50
3.4 - Responds appropriately to student behavior	3.31	2.67	3.50
3.5 - Guides learners in using technologies in appropriate, safe, and effective ways	3.46	2.83	3.50
INSTASC 3 AVERAGE	3.39	2.77	3.43
4.1 - Effectively teaches subject matter	3.50	3.00	3.17
4.2 - Guides mastery of content through meaningful learning experiences	3.38	2.83	3.17
4.3 - Integrates culturally relevant content to build on learners' background knowledge	3.23	3.00	3.83
INTASC 4 AVERAGE	3.37	2.94	3.39
5.1 - Connects core content to relevant, real-life experiences and learning tasks	3.35	2.83	3.33
5.2 - Designs activities where students engage with subject matter from a variety of perspectives	3.27	2.83	3.33
5.3 - Accesses content resources to build global awareness	3.12	2.83	3.33

History	2021-2022	2022-2023	2023-2024
5.4 - Uses relevant content to engage learners in innovative thinking & collaborative problem solving	3.38	2.83	3.33
INTASC 5 AVERAGE	3.28	2.83	3.33
6.1 - Uses multiple methods of assessment	3.27	2.83	3.50
6.2 - Provides students with meaningful feedback to guide next steps in learning	3.15	2.83	3.67
6.3 - Uses appropriate data sources to identify student learning needs	3.19	2.83	3.50
6.4 - Engages students in self-assessment strategies	3.15	2.83	3.67
INTASC 6 AVERAGE	3.19	2.83	3.58
7.1 - Connects lesson goals with school curriculum and state standards	3.42	3.00	3.83
7.2 - Uses assessment data to inform planning for instruction	3.23	3.00	3.67
7.3 - Adjusts instructional plans to meet students' needs	3.08	2.83	3.67
7.4 - Collaboratively designs instruction	3.35	2.83	3.83
INTASC 7 AVERAGE	3.27	2.92	3.75

History	2021-2022	2022-2023	2023-2024
8.1 - Varies instructional strategies to engage learners	3.65	2.83	3.00
8.2 - Uses technology appropriately to enhance instruction	3.46	2.83	3.33
8.3 - Differentiates instruction for a variety of learning needs	3.04	2.83	2.83
8.4 - Instructional practices reflect effective communication skills	3.46	2.83	3.67
INTASC 8 AVERAGE	3.40	2.83	3.21
9.1 - Uses feedback to improve teaching effectiveness	3.50	3.33	3.67
9.2 - Uses self-reflection to improve teaching effectiveness	3.38	3.33	3.83
9.3 - Upholds legal responsibilities as a professional educator	3.31	3.33	4.00
9.4 - Demonstrates commitment to the profession	3.38	3.00	3.67
INTASC 9 AVERAGE	3.39	3.25	3.79
10.1 - Collaborates with colleagues to improve student performance	3.50	3.00	4.00
10.2 - Collaborates with parent/guardian/advocate to improve student performance	3.23	3.00	3.67
INTASC 10 AVERAGE	3.37	3.00	3.83

PE	2021-2022	2022-2023	2023-2024
1.1 - Supports student learning through developmentally appropriate instruction	3.31	3.19	3.38
1.2 - Accounts for differences in students' prior knowledge	3.19	3.31	3.25
INTASC 1 AVERAGE	3.25	3.25	3.31
2.1 - Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	2.94	3.19	3.38
2.2 - Exhibits fairness and belief that all students can learn	3.38	3.13	3.63
INTASC 2 AVERAGE	3.16	3.16	3.50
3.1 - Creates a safe and respectful environment for learners	3.00	3.38	3.50
3.2 - Structures a classroom environment that promotes student engagement	3.25	3.56	3.38
3.3 - Clearly communicates expectations for appropriate student behavior	3.00	3.19	3.25
3.4 - Responds appropriately to student behavior	2.94	3.13	3.13
3.5 - Guides learners in using technologies in appropriate, safe, and effective ways	2.56	3.00	2.88
INSTASC 3 AVERAGE	2.95	3.25	3.23
4.1 - Effectively teaches subject matter	3.38	3.50	3.38
4.2 - Guides mastery of content through meaningful learning experiences	3.25	3.50	3.50
4.3 - Integrates culturally relevant content to build on learners' background knowledge	2.56	2.75	3.25
INTASC 4 AVERAGE	3.12	3.25	3.38

PE	2021-2022	2022-2023	2023-2024
5.1 - Connects core content to relevant, real-life experiences and learning tasks	3.38	3.38	3.38
5.2 - Designs activities where students engage with subject matter from a variety of perspectives	2.88	3.13	3.25
5.3 - Accesses content resources to build global awareness	2.50	2.75	2.88
5.4 - Uses relevant content to engage learners in innovative thinking & collaborative problem solving	2.50	2.94	3.00
INTASC 5 AVERAGE	2.81	3.05	3.13
6.1 - Uses multiple methods of assessment	2.81	3.13	3.13
6.2 - Provides students with meaningful feedback to guide next steps in learning	3.38	3.44	3.13
6.3 - Uses appropriate data sources to identify student learning needs	2.88	3.19	3.13
6.4 - Engages students in self-assessment strategies	3.06	3.19	3.13
INTASC 6 AVERAGE	3.03	3.23	3.13
7.1 - Connects lesson goals with school curriculum and state standards	3.19	3.38	3.25

PE	2021-2022	2022-2023	2023-2024
7.2 - Uses assessment data to inform planning for instruction	2.94	3.06	3.00
7.3 - Adjusts instructional plans to meet students' needs	2.69	3.31	3.25
7.4 - Collaboratively designs instruction	3.13	3.31	3.50
INTASC 7 AVERAGE	2.98	3.27	3.25
8.1 - Varies instructional strategies to engage learners	3.25	3.44	3.38
8.2 - Uses technology appropriately to enhance instruction	2.81	3.00	3.00
8.3 - Differentiates instruction for a variety of learning needs	3.31	3.19	3.00
8.4 - Instructional practices reflect effective communication skills	3.00	3.38	3.38
INTASC 8 AVERAGE	3.09	3.25	3.19
9.1 - Uses feedback to improve teaching effectiveness	3.13	3.38	3.50
9.2 - Uses self-reflection to improve teaching effectiveness	3.13	3.56	3.25
9.3 - Upholds legal responsibilities as a professional educator	3.19	3.44	3.25

PE	2021-2022	2022-2023	2023-2024
9.4 - Demonstrates commitment to the profession	3.06	3.38	3.50
INTASC 9 AVERAGE	3.13	3.44	3.38
10.1 - Collaborates with colleagues to improve student performance	3.25	3.50	3.50
10.2 - Collaborates with parent/guardian/advocate to improve student performance	2.88	3.25	3.25
INTASC 10 AVERAGE	3.03	3.38	3.38

Praxis Principles of Learning and Teaching (PLT) Test

Candidates must pass the PLT test corresponding to their teaching grade levels before they are graduate and receive licensure from the state. Candidates are required to take this test during or before their final semester of residency. The academic advisor and the placement coordinator track this information. Candidates are required to self-report their scores after taking the test. The advisor and placement coordinator verify the scores through the Praxis data manager website. The placement coordinator records Praxis scores in the cohort tracking database. The results of this data from the 2021-2022 completers is analyzed by faculty and the results are used to inform decision making or program modifications. Data is also shared with external stakeholders such as the Teacher Education Advisory Committee, which is known as TEAC. Members of this committee are from the arts and sciences, fine arts and education schools on campus and K-12 district partners. The committee reviews data, asks questions and provides feedback to the education preparation provider, known as the EPP.

Analysis
In looking at the PLT data, faculty noted that the EPP's 2023-2024 cohort all passed the PLT corresponding to their endorsement grade level.

Use of Results
Because there are no concerns identified, the faculty decided no changes in programming are needed at this time.

Principles of Learning and Teaching Praxis Tests
Elementary Education PLT 5622 Required
Score=160
2021-24 Completer Data

Initial Completers PLT Test

ELEMENTARY EDUCATION MAJORS

				5622	PASS=160			
	2021-2022			2022-2023			2023-2024	
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
45	176.00	100%	41	175.98	100%	42	172	100%

SPECIAL EDUCATION MAJORS

				5625 (k-12)	PASS=160			
	2021-2022			2022-2023			2023-2024	
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
29	173.67	100%	16	175.75	100%	4	165	100%

PHYSICAL EDUCATION MAJORS

				5625 (K-12)	PASS=157			
	2021-2022			2022-2023			2023-2024	
	5625							
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
6	169.29	100%	8	163.38	100%	4	165	100%

HISTORY EDUCATION MAJORS

				5624	PASS=157			
	2021-2022			2022-2023			2023-2024	
	5712			5712			5712	
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
13	174.40	100%	3	171.67	100%	5	174	100%

ENGLISH EDUCATION MAJORS

				5624	PASS=157			
	2021-2022			2022-2023			2023-2024	
	5712			5712			5712	
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
12	172.67	100%	11	178.73	100%	6	182	100%

MATH EDUCATION MAJORS

				5624	PASS=157			
	2021-2022			2022-2023			2023-2024	
	5712			5712			5712	
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
3	174.67	100%	1	NA	100%	2	178	100%

			5624	PASS=157				
2021-2022			2022-2023			2023-2024		
5712			5712			5712		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
1	NA	100%	0	NA	100%	0	NA	100%

Initial Completers PLT Test

Due to content test differentiation, disaggregation by race of the EPP completers in content areas cannot be performed without possible identification of students.

GRADUATES TAKING ELEMENTARY PLT

			5622	PASS=160				
2021-2022			2022-2023			2023-2024		
Female			Female			Female		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
53	175.53	100%	41	174.69	100%	35	172	100%
2021-2022			2022-2023			2023-2024		
Male			Male			Male		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
11	174.55	100%	3	177	100%	4	170	100%

GRADUATES SECONDARY PLT

			5624	PASS=157				
2021-2022			2022-2023			2023-2024		
Female			Female			Female		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
14	171.86	100%	13	180.08	100%	5	177	100%
2021-2022			2022-2023			2023-2024		
Male			Male			Male		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
9	176.67	100%	6	168	100%	9	172	100%

GRADUATES K-12 PLT (New Test Option Starting Summer 2022)

			5625	PASS=157				
2021-2022			2022-2023			2023-2024		
Female			Female			Female		
N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
5	171.00	100%	15	178	100%	18	167	100%
2021-2022			2022-2023			2023-2024		
Male			Male			Male		

N	Avg.	Rate	N	Avg.	Rate	N	Avg.	Rate
2	NA	100%	9	164.33	100%	6	168	100%

CAEP Accountability Advanced Measure 3

Measure 3 (Advanced). Candidate competency at program completion (Component RA3.4)

The advanced programs have separate key assessments that are used to ensure that candidates possess academic competencies in the areas of: positive impacts on diverse student learning, content knowledge, data literacy and research-driven decision making, collaboration skills and application of technology. The programs' analysis and use of data, description of assessments and disaggregated data is reported according to each program.

<mark>School Psychology</mark>
The school psychology program identifies the following as its key assessments: GPA; the Praxis 5402 School Psychology Exam; and the internship experience. The data reported are for the 2022-23 completers/population=12.

GPA 2022-2023 Completers (EdS and PhD)
Coursework is aligned with NASP Standard 2 domain strands focused on content knowledge. 2022-2023 completers' average GPAs aligned to the 11strands are below. Data is aggregated to include both EdS and PhD candidates. There were 7 EdS and 3PhD.

Analysis
Candidates' average GPA at completion of program indicates that they have mastered content in coursework. Average GPA is well above minimum requirement.

Use of Results
GPA is strong and faculty decided no changes in programing are needed.

Result Date: 07/08/2024
Result: Ed.S. 3.87 Ph.D. 4
Reporting Period: 2023 - 2024
Result Type: Criteria Met
Number of Students Assessed: 10
Number of Students That Met the Criterion: 10
Additional Information
Action/Improvement Plan:
Use of Results Date: 07/08/2024
Use of Results: The average grades reflect high levels of competency. However, we continue to see some struggles with students transferring skills learned about academic interventions to academic intervention planning in their field experiences. We will continue to practice this process in practicum to better build the skills needed for internship.

Praxis 5402 School Psychology Exam
The Praxis 5402 exam is a national minimum competency exam for school psychologists. The test is scored by ETS. The Criteria For Success is that students must obtain an average score or higher on content category IV (which measures school and system organization and policy development in addition to consultation and collaboration) of the Praxis II relative to national records of examinees completing

the exam during the previous three years. We expect that at least 90% of students in the program will meet this criterion.

Analysis

All students passed the Praxis Test and cohort met expectation of the yearly goal. Candidates' percentage rates are consistent with other cohorts.

Use of Results

Faculty used data to confirm that completers are well prepared and no changes to programming need to happen.

Praxis 5402 School Psychology Exam
2023-2024 Completers

Assessment Method Status: Active **Assessment Type:** Direct - Summative **Assessment Method:** Praxis II exam, a national minimum competency exam for school psychologists. The test is scored by ETS. **Criteria For Success:** Students must obtain an average score or higher on content category II (Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)) of the Praxis II relative to national records of examinees completing the exam during the previous three years. We expect that at least 90% of students in the program will meet this criterion. **Notes:** Person responsible: program coordinator.	**Result Date**: 07/08/2024 **Result**: Ed.S. 75.48% Ph.D. 68.52% **Reporting Period**: 2023 - 2024 **Result Type**: Criteria Met **Number of Students Assessed**: 10 **Number of Students That Met the Criterion**: 10 **Additional Information** **Action/Improvement Plan**: **Use of Results Date**: 07/08/2024 **Use of Results**: Results indicate that we perform above level on direct and indirect services. We continue to want to see these scores grow across time as we teach advanced academic intervention skills.

Internship Evaluation

The evaluation is based on the National Association of School Psychologists, abbreviated as NASP. Direct - Summative - Internship Evaluation Form, a rating scale, completed by interns' supervisors. The program coordinator will compute the average each student obtains on items related to this objective. Criteria for success is that candidates must receive an overall rating of 3 or better (1=unsatisfactory; 2= below expectations; 3=meets expectations; 4=exceeds expectations; 5=outstanding) on Internship Evaluation Form items pertaining to this learning objective. We expect that 90% of students in the program will meet this criterion. The school psychology program are following a phase in plan to complete validity and reliability studies on the internship assessment. The program met the fall 20221 deadline to study and establish content validity. The faculty completed a validity study on the internship evaluation. The content validity ratio or CVR needed to be equal to or greater than 0.49. Faculty established

reliability for this key assessment through collaboration with stakeholders.

Analysis and Use of Results
- Service delivery continues to be low in the internship data and possibly correlates to the Praxis data measuring abilities in service delivery.
- The faculty will monitor data to see if next year's data may demonstrate a possible trend.

Ed.S. Internship Evaluation Aggregated Data by NASP Domains
Spring 2024 (N=7)

NASP Domains	Items	Mean Ratings 2023-24
2.1 Data-Based Decision-Making and Accountability	8. Demonstrates knowledge of various models and methods of assessment and the ability to use such models and methods to collect data for effective decision-making and problem-solving.	3.71
	12. Demonstrates the ability to accurately interpret and integrate assessment data to formulate appropriate recommendations based on the assessment data.	3.86
	13. Demonstrates the ability to translate assessment results into empirically based decisions regarding service delivery.	4.00
	29. Demonstrates the knowledge and skills needed to use assessment and data collection methods to measure response to, delivery of, and outcomes for services.	4.14
	30. Demonstrates the ability to access information and technology resources to enhance data collection and decision-making.	4.00
	33. Demonstrates the ability to implement methods for promoting and measuring treatment/intervention integrity.	4.14
	Domain Mean Rating	**3.98**
2.2 Consultation and Collaboration	14. Demonstrates the ability to effectively present and disseminate information to parents, teachers, team members, and other professionals.	4.00
	19. Demonstrates knowledge of and skills in various models of consultation/collaboration & is able to apply them to particular situations (e.g., consulting w teachers, parents, colleagues, & other agencies).	4.14
	20. Is able to effectively collaborate with others in problem-solving processes at the individual, group, and system levels.	4.29
	27. Demonstrates familiarity with information and instructional technology relevant to his/her work and utilizes it to improve his/her practice.	4.14
	31. Demonstrates knowledge and skills needed to consult and collaborate in development, implementation, and evaluation of instructional and mental health interventions.	4.14
	Domain Mean Rating	**4.14**
2.3 Interventions and Instructional Supports to Develop Academic Skills	9. Demonstrates knowledge of learning processes and the ability to utilize a wide range of cognitive and academic assessment instruments and techniques to assess the processes.	3.86
	16. Demonstrates the ability to develop and implement classroom interventions designed to improve cognitive and academic skills and to evaluate the effectiveness of such interventions.	4.00
	32. Demonstrates knowledge of empirically supported models in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics.	4.14
	34. Demonstrates the knowledge and skills needed to implement evidence-based services that support cognitive and academic goals across multiple settings including classroom and home settings.	4.00
	Domain Mean Rating	**4.00**
2.4 Interventions and Mental Health Services to	10. Demonstrates the skills to use behavioral, affective, and social assessment instruments and techniques for the purposes of planning, supporting, and evaluating interventions that support socialization and mental health.	3.86
	17. Demonstrates the ability to develop and implement behavioral interventions designed to improve social and adaptive behavior skills and to evaluate the effectiveness of such interventions.	4.00

Develop Social and Life Skills	18. Demonstrates knowledge of various models of counseling and is able to utilize appropriate counseling interventions.	3.50
	35. Demonstrates skills needed to use assessment data appropriately when developing social-emotional and behavioral goals for children with diverse backgrounds and needs.	4.00
	36. Demonstrates knowledge and skills needed to select and implement empirically supported models and strategies designed to promote mental health and life skills of children.	4.00
	Domain Mean Rating	3.87
2.5 School-Wide Practices to Promote Learning	5. Understands the school and systems structure and operates consistently with school policies and procedures.	4.29
	6. Demonstrates the ability to facilitate school policies and practices that promote supportive and effective learning environments.	3.86
	41. Demonstrates knowledge and skills needed to collaborate with others for the purpose of designing and implementing empirically supported practices and policies in areas such as discipline, instructional support, staff training, and school improvement activities.	3.71
	42. The intern demonstrates knowledge of empirically supported school practices that promote learning and mental health, prevent problems, and ensure positive and effective school organization and climate across diverse settings, contexts, and characteristics.	4.00
	43. Demonstrates knowledge of theories and empirical research related to population-based services designed to support prevention and early intervention.	3.86
	Domain Mean Rating	3.94
2.6 Preventive and Responsive Services	21. Is able to recognize precursors to affective and behavioral difficulties of students and initiate preventive measures in collaboration with others such as teachers, parents, and other mental health professionals.	4.14
	22. Demonstrates knowledge of and the ability to provide or contribute to prevention programs (e.g., stress management, teenage pregnancy, AIDS prevention, etc.) that promote the mental health and physical well-being of students.	3.50
	23. Demonstrates knowledge of empirically supported strategies for effective crisis preparation and intervention.	3.71
	44. Utilizes consultation and collaboration when designing prevention, early intervention, and crisis intervention services.	4.29
	Domain Mean Rating	3.91
2.7 Family-School Collaboration Services	7. Demonstrates practices that facilitate interactions and partnerships between schools and families.	4.14
	24. Demonstrates the ability to engage in effective, collaborative, professional relationships and interdisciplinary partnerships.	4.43
	25. Demonstrates knowledge of family systems and their influences on children's academic, motivational, cultural, mental health, and social characteristics.	4.29
	45. Demonstrates knowledge and skills needed to identify and address factors that have an impact on family-school-community interactions when developing and providing services for families.	4.00
	46. Utilizes data-based decision-making and problem-solving strategies to enhance the effectiveness of family-school collaborations and partnerships.	4.14
	Domain Mean Rating	4.20
2.8 Diversity in Development and Learning	1. Demonstrates knowledge of human diversity and the ability to establish a positive working relationship with clients, parents, and professionals with diverse backgrounds and cultures.	4.43
	2. Demonstrates sensitivity to diverse characteristics of clients when selecting, administering, and interpreting assessment measures and developing interventions.	4.00
	37. Demonstrates knowledge and skills needed to address diversity factors when designing, implementing, and evaluating services.	3.86
	38. Demonstrates knowledge of developmental and family issues and the influence of these issues on children's functioning within multicultural contexts.	3.86
	39. Demonstrates skills needed to develop appropriate assessment plans and accurately interpret assessment results for children and youth who are bilingual and bicultural.	3.71
	40. Designs and implements services that recognize individual differences in ability, backgrounds, and needs.	4.00
	Domain Mean Rating	3.98
2.9	11. Demonstrates knowledge of measurement principles and psychometric standards and applies the knowledge when selecting & using assessment techniques as well as evaluating program effectiveness.	4.00

Research and Program Evaluation	15. Demonstrates knowledge of effective teaching techniques and recommends research-based, empirically proven, instructional strategies.	3.71
	26. Applies current research in the field to practice.	4.00
	47. Demonstrates the ability to evaluate and synthesize research findings as a foundation for effective service delivery.	3.71
	48. Demonstrates knowledge/skills in program evaluation methods at the individual, group, and systems levels.	4.00
	49. Demonstrates the ability to provide assistance in schools and other settings for analyzing, interpreting, and using empirical research findings for effective practices at the individual, group, and/or systems levels.	4.00
	Domain Mean Rating	**3.90**
2.10 Legal, Ethical, and Professional Practice	3. Demonstrates skills needed to recognize and avoid ethical dilemmas and remediate ethical violations.	4.43
	4. Demonstrates knowledge of ethical and professional standards and provides services consistent with these standards.	4.43
	28. Applies information and technology in ways that safeguard or enhance the quality of services.	4.29
	50. Demonstrates knowledge of local, state, and federal laws, rules and regulations and provides services consistent with them.	4.00
	51. Demonstrates knowledge of and applies multiple models and methods in school psychology service delivery.	3.86
	52. Demonstrates consistent enthusiasm for his/her position/profession and actively seeks out and participates in activities that promote professional development.	4.57
	Domain Mean Rating	**4.26**

Professional Dispositions

Items	Mean Ratings 2023-2024
54. Organizes time efficiently and meets obligations and deadlines.	4.43
55. Is punctual and dependable.	4.57
56. Demonstrates the ability to initiate and complete a variety of tasks appropriate to the setting.	4.29
57. Demonstrates the ability to handle stressful situations and conflicts constructively.	4.14
58. Demonstrates effective and reflective communication skills with parents, colleagues, staff, and supervisor(s).	4.29
59. Accepts suggestions and/or constructive criticisms from supervisor(s) and is willing to make changes.	4.29
60. Respects all persons and individual differences and is sensitive to the value systems of diverse groups.	4.50
61. Demonstrates behaviors that are consistent with the ideal of fairness.	4.57
62. Demonstrates behaviors that are consistent with the belief that all children can learn.	4.67
Mean Rating	**4.42**

Educational Leadership

GPA 2022-2023 Completers
Applicants are required to have a minimum of 3.0 graduate or 2.7 undergraduate GPA. Candidates may be accepted provisionally and will be admitted fully if during the first semester of coursework they earn a 3.0 graduate GPA.

Principal
(Undergraduate)

2021-2022	2022-2023	2023-2024
Population=23 14 Female/9 Male All White	Population-34 19 Female/15 Male 33 White/1 Asian	Population-20 16 Female/4 Male 19 White/1 Asian
no disaggregation by race due to low sample	*no disaggregation by race due to low sample*	*no disaggregation by race due to low sample*
Aggregate= 3.41 Female= 3.42 Male= 3.41	Aggregate= 3.45 Female= 3.45 Male= 3.44	Aggregate= 3.42 Female= 3.42 Male= 3.54

Superintendent
(Graduate)

2021-2022	2022-2023	2023-2024
Population=8 4 Female/4 Male 5 White/3 American Indian	Population-13 3 Female/10 Male 10 White/3 American Indian	Population-9 4 Female/5 Male 8 White/1 American Indian
no disaggregation due to low sample	*no disaggregation due to low sample*	*no disaggregation due to low sample*
Aggregate= 3.86	Aggregate= 3.78	Aggregate= 3.82

Special Education Director
(Graduate)

2021-2022	2022-2023	2023-2024
Population=4 4 Female 3 White/1 African American/Black	Population-4 3 Female/1Male 4 White	Population-4 4 Female 4 White
no disaggregation due to low sample	*no disaggregation due to low sample*	*no disaggregation due to low sample*
Aggregate= 3.92	Aggregate= 3.98	Aggregate= 3.97

Curriculum Director
(Graduate)

2021-2022	2022-2023	2023-2024
Population=3 1 Female/3 Male 3 White/1 American Indian	Population- 7 5 Female/2 Male 6 White/1 Hispanic	Population-9 7 Female/2 Male 8 White/ 1 Hispanic
no disaggregation due to low sample	*no disaggregation due to low sample*	*no disaggregation due to low sample*
Aggregate= 3.48	Aggregate= 3.94	Aggregate= 3.99

Analysis and Use of Results

Data is similar to previous years. No changes needed at this time.

Internship Evaluation
Criteria For Success: Graduate students will achieve Acceptable or Target for 80% of the criteria. The results will be used to assess ability to apply content from the course to an authentic field based assignment monitored by the instructor and a field based mentor. If a graduate student falls below the acceptable margin, remediation will occur. If more than 50% of the students do not reach acceptable, the instructor will re-examine the project goals, criteria, instructions and assessment tool. Faculty are working on a phase in plan to ensure the assessment meets CAEP sufficiency levels. Validity was established in August 2021 with a critical value of .42 generated from feedback of 20 panelists. Discussion centered on the wording of questions and the necessity to fine tune language.

Analysis and Use of Results
Candidates are scoring similar to previous years. Principals are scoring lower on communication and professionalism than other standards but superintendents are scoring similar in all standards. At this time, faculty will make no changes and review data next year.

Internship PK-12 Principal Data USD Supervisor Rating 2021-24 Completers
NELP Standards Aligned

CAEP Advanced	NELP Standards Evaluated (4 point scale)	2021-2022 N=43 Non-white=3	2022-2023 N=33 Non-white=1	2023-2024 N=28 Non-white=1
CAEP A1.1.1 Applications of data literacy.	Component 1.1 collaboratively communicates a school mission and vision designed to reflect a core set of values and priorities.	3.22	3.50	3.25
CAEP A1.1.2 Use of research.	Component 1.2 leads improvement processes that include data use, design, implementation, and evaluation.	3.22	3.50	3.19
CAEP A 1.1.6 Application of professional dispositions, laws, and policies, codes of ethics and professional standards appropriate to their field of specialization.	Component 2.1 reflects on, communicates about, cultivates, and models professional dispositions and norms.	3.56	3.36	3.13
CAEP A 1.1.6 Application of professional dispositions, laws, and policies, codes of ethics and professional standards appropriate to their field of	Component 2.2 recognize the role of the building leader to support ethical and legal decisions at the building level.	3.51	3.50	3.13

CAEP Advanced	NELP Standards Evaluated (4 point scale)	2021-2022 N=43 Non-white=3	2022-2023 N=33 Non-white=1	2023-2024 N=28 Non-white=1
specialization.				
CAEP A 1.1.6 Application of professional dispositions, laws, and policies, codes of ethics and professional standards appropriate to their field of specialization.	Component 2.3 models ethical behavior in personal conduct and relationships and cultivates ethical behavior in others.	3.56	3.50	3.13
CAEP A1.1.2 Use of research.	Component 3.1 understands and demonstrates capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	3.50	3.43	3.19
CAEP A1.1.5 Supporting appropriate applications of technology for their field of specialization.	Component 3.2 identifies the actions needed to cultivate and advocate for equitable access to educational resources and technologies.	3.42	3.50	3.06
CAEP A1.1.1 Applications of data literacy	Component 3.3 understands and demonstrates capacity to cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	3.47	3.57	3.19
CAEP A1.1.5 Supporting appropriate applications of technology for their field of specialization.	Component 4.1 identifies the actions needed to evaluate, develop, and implement high-quality, technology-rich programs.	3.44	3.21	3.19

CAEP Advanced	NELP Standards Evaluated (4 point scale)	2021-2022 N=43 Non-white=3	2022-2023 N=33 Non-white=1	2023-2024 N=28 Non-white=1
CAEP A1.1.5 Supporting appropriate applications of technology for their field of specialization.	Component 4.2 understands and can demonstrate capacity to evaluate, instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.	3.50	3.14	3.19
CAEP A1.1.2 Use of research and understanding of qualitative, quantitative and/or mixed methods of research methodologies.	Component 4.3 demonstrates the ability to evaluate assessments and use them to support instructional decisions at the building, grade band, and content levels.	3.44	3.14	3.38
CAEP A1.1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable and inclusive school learning environments.	Component 4.4 understands and can demonstrate capacity to implement the school's curriculum, instruction, technology, and assessment practices in a coherent, equitable, and systematic manner.	3.53	3.29	3.25
CAEP A1.1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable and inclusive school learning environments.	Component 5.1 understands and demonstrates capacity to collaboratively engage diverse families in strengthening student learning in and out of school.	3.40	3.43	3.25
CAEP A1.1.4 Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	Component 5.2 understands and demonstrates capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	3.39	3.57	3.31

CAEP Advanced	NELP Standards Evaluated (4 point scale)	2021-2022 N=43 Non-white=3	2022-2023 N=33 Non-white=1	2023-2024 N=28 Non-white=1
CAEP A1.1.4 Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	Component 5.3 communicates with the larger community about one educational issue designed to advocate for the needs of their school and community with consideration for local, state, and federal political contexts.	3.39	3.43	3.13
CAEP A1.1.4 Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	Component 6.1 understands and demonstrates capacity to implement management, communication, technology, school-level.	3.25	3.36	3.13
CAEP A1.1.1 Applications of data literacy	Component 6.2 understands and demonstrates capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan.	3.19	3.36	3.06
CAEP A 1.1.6 Application of professional dispositions, laws, and policies, codes of ethics and professional standards appropriate to their field of specialization.	Component 6.3 recognizes and reflects upon the role of the building leader to evaluate, communicate, and implement laws, policies, rights, and regulations to promote student and adult success and well-being.	3.19	3.29	3.06
CAEP A1.1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable and inclusive school learning environments.	Component 7.1 understands and has capacity to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	3.31	3.21	3.19

CAEP Advanced	NELP Standards Evaluated (4 point scale)	2021-2022 N=43 Non-white=3	2022-2023 N=33 Non-white=1	2023-2024 N=28 Non-white=1
CAEP A1.1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable and inclusive school learning environments.	Component 7.2 understands and has capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention.	3.42	3.43	3.25
CAEP A1.1.4 Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	Component 7.3 understands and has capacity to personally engage in, and collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership.	3.31	3.43	3.25
CAEP A1.1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable and inclusive school learning environments.	Component 7.4 understands and has the capacity to evaluate, develop and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	3.33	3.36	3.25

Internship PK-12 Superintendent Data Mentor Rating 2022-2023
  NELP Aligned

CAEP Advanced	NELP Standards Evaluated (4 point scale)	2021-2022 N=10	2022-2023 N=10	2023-2024 N=11
CAEP A1.1.1 Applications of data literacy.	Component 1.1 collaboratively communicates a school mission and vision designed to reflect a core set of values and priorities.	3.35	3.73	3.36
CAEP A1.1.2 Use of research.	Component 1.2 leads improvement processes that include data use, design, implementation, and evaluation.	3.55	3.73	3.36

CAEP Advanced	NELP Standards Evaluated (4 point scale)	2021-2022 N=10	2022-2023 N=10	2023-2024 N=11
CAEP A 1.1.6 Application of professional dispositions, laws, and policies, codes of ethics and professional standards appropriate to their field of specialization.	Component 2.1 reflects on, communicates about, cultivates, and models professional dispositions and norms.	3.81	3.73	3.73
CAEP A 1.1.6 Application of professional dispositions, laws, and policies, codes of ethics and professional standards appropriate to their field of specialization.	Component 2.2 recognize the role of the building leader to support ethical and legal decisions at the building level.	3.74	3.91	3.73
CAEP A 1.1.6 Application of professional dispositions, laws, and policies, codes of ethics and professional standards appropriate to their field of specialization.	Component 2.3 models ethical behavior in personal conduct and relationships and cultivates ethical behavior in others.	3.87	3.91	4.00
CAEP A1.1.2 Use of research.	Component 3.1 understands and demonstrates capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	3.61	3.64	3.45
CAEP A1.1.5 Supporting appropriate applications of technology for their field of specialization.	Component 3.2 identifies the actions needed to cultivate and advocate for equitable access to educational resources and technologies.	3.58	3.82	3.45
CAEP A1.1.1 Applications of data literacy	Component 3.3 understands and demonstrates capacity to cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	3.61	3.55	3.36

CAEP Advanced	NELP Standards Evaluated (4 point scale)	2021-2022 N=10	2022-2023 N=10	2023-2024 N=11
CAEP A1.1.5 Supporting appropriate applications of technology for their field of specialization.	Component 4.1 identifies the actions needed to evaluate, develop, and implement high-quality, technology-rich programs.	3.58	3.27	3.36
CAEP A1.1.5 Supporting appropriate applications of technology for their field of specialization.	Component 4.2 understands and can demonstrate capacity to evaluate, instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.	3.52	3.36	3.27
CAEP A1.1.2 Use of research and understanding of qualitative, quantitative and/or mixed methods of research methodologies.	Component 4.3 demonstrates the ability to evaluate assessments and use them to support instructional decisions at the building, grade band, and content levels.	3.68	3.27	3.27
CAEP A1.1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable and inclusive school learning environments.	Component 4.4 understands and can demonstrate capacity to implement the school's curriculum, instruction, technology, and assessment practices in a coherent, equitable, and systematic manner.	3.55	3.18	3.09
CAEP A1.1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable and inclusive school learning environments.	Component 5.1 understands and demonstrates capacity to collaboratively engage diverse families in strengthening student learning in and out of school.	3.55	3.82	3.82
CAEP A1.1.4 Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	Component 5.2 understands and demonstrates capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	3.55	3.91	3.64

CAEP Advanced	NELP Standards Evaluated (4 point scale)	2021-2022 N=10	2022-2023 N=10	2023-2024 N=11
C**AEP A1.1.4 Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.**	Component 5.3 communicates with the larger community about one educational issue designed to advocate for the needs of their school and community with consideration for local, state, and federal political contexts.	3.45	3.27	3.27
CAEP A1.1.4 Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	Component 6.1 understands and demonstrates capacity to implement management, communication, technology, school-level.	3.48	3.55	3.45
CAEP A1.1.1 Applications of data literacy	Component 6.2 understands and demonstrates capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan.	3.35	3.27	3.18
CAEP A 1.1.6 Application of professional dispositions, laws, and policies, codes of ethics and professional standards appropriate to their field of specialization.	Component 6.3 recognizes and reflects upon the role of the building leader to evaluate, communicate, and implement laws, policies, rights, and regulations to promote student and adult success and well-being.	3.52	3.36	3.27
CAEP A1.1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable and inclusive school learning environments.	Component 7.1 understands and has capacity to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	3.61	3.55	3.64

CAEP Advanced	NELP Standards Evaluated (4 point scale)	2021-2022 N=10	2022-2023 N=10	2023-2024 N=11
CAEP A1.1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable and inclusive school learning environments.	Component 7.2 understands and has capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention.	3.55	3.45	3.55
CAEP A1.1.4 Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	Component 7.3 understands and has capacity to personally engage in, and collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership.	3.45	3.45	3.55
CAEP A1.1.3 Employment of data analysis and evidence to develop supportive, diverse, equitable and inclusive school learning environments.	Component 7.4 understands and has the capacity to evaluate, develop and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	3.35	3.09	3.27

Praxis Test

Praxis 6990 for PK-12 principals and Praxis 6991 for PK-12 superintendents is used for the culminating key assessment. The cut score for Praxis 6990 is 146 and 162 for Praxis 6991 (No completers have yet taken the 6691 test). The programs' goal for this key assessment is that 80% of students meet minimum score for each subcategory.

Analysis and Use of Results

100% of graduates passed the Praxis test with an average of 172.2 for 6990 and 173.3 for 6991. No other university requires the Praxis and the EPP cannot compare its aggregate score with other SD EPPs. The faculty will continue reviewing data and decided to make no changes at this time.

Praxis 6990 School Leader Licensure Exam

2021-2024 Graduates test
cut off score= 146

		2021-2022		2022-2023		2023-2024
Total	5	176.6	23	168.69	17	171.12
Male	3	*	8	167.07	7	172.9
Female	2	*	15	170.3	10	169.9

Praxis 6991
Passing Score 162

*Ethnicity not reported due to low population size.

		2021-2022		2022-2023		2023-2024
Total	3	180	11	171	4	169
Male	2	**	2	**	3	**
Female	1	**	9	**	1	**

"Notes:* No data are displayed because the test taker count is fewer than 5.

CAEP Accountability Initial and Advanced Measure 4

Measure 4 (Initial and/or Advanced). Ability of completers to be hired in education positions for which they have prepared.

Initial Programs

Teacher Education 2023-24

Teacher Residency & Education tracks completers after graduation in order to gather data concerning preparation one year after graduation. Residency instructors, advisors and CSPS request graduates to disclose where they will be employed during their first year of teaching. Candidates are tracked in all states. In the 2023-24 graduating cohorts 90 of 108 graduates reported having accepted a teaching position (83%) Of the 18 candidates that had no response, there were none that indicated that they could not find a position.

Advanced Programs

2023-24 graduates

School Psychology

The placement rate for School Psychology is 100% of graduates are employed as school psychologists.

School Leadership

Because the requirement to be in an educational leadership program is that applicants must have a minimum of 3 years of teaching experience, All of the graduates were employed as teachers while completing the program. Of those 74 students, 58 were employed in South Dakota. According to the Department of Education, 25 graduates were hired as PK-12 principals and 7 were hired as superintendents and 10 as either SPED or Curriculum Directors in South Dakota, Iowa, Minnesota or Nebraska the year after graduation (56%). The other graduates, continued employment as K-12 teachers.