

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 2023-24 Year

Faculty Analysis:

Faculty Reviewed data and noticed that respondents indicated that it would be helpful to provide more training/instruction on differentiating instruction for students on IEPs and 504 plans and also classroom management. Faculty are looking at course curriculum to identify possible improvements to curriculum to focus on these areas. The majority of completers in their first year of teaching were evaluated by their principals as being proficient and none were scored unsatisfactory.

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 above expectations. Most are scoring in the proficient range and none at unsatisfactory. Faculty decided to make no changes based on the below data.

Data collected summer 2023 for 2021-22 Completers

ELEMENTARY=11 MIDDLESCHOOL=6 HIGHSCHOOL=3	Distinguished	Proficient	Basic	Unsatisfactory
ELEMENTARY (11)	0	9	2	0
MIDDLESCHOOL (8)	1	7	0	0
HIGHSCHOOL (4)	0	4	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 or high results for SLO. It was noted that this data may reflect comments completers made concerning differentiating instruction and behavior management.

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 above expectations. Most are scoring in the proficient range and none at unsatisfactory. Faculty decided to make no changes based on the below data.

Data collected summer 2023 for 2021-22 completers

ELEMENTARY=11 MIDDLESCHOOL=6 HIGHSCHOOL=3	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 (11)	5	4	2
MIDDLESCHOOL (8)	2	5	1
HIGHSCHOOL (4)	0	2	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.

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.

Data collected summer 2023 for 2021-22 completers

	Exceeds Expectation	Meets Expectation	Below Expectation
ELEMENTARY (11)	3	7	0
MIDDLESCHOOL (8)	2	6	0
HIGHSCHOOL (4)	0	4	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. Of the 127 graduates in 2022-2023, we received feedback from employers for 42 or 33% of the graduates concerning their teaching effectiveness during their first year. 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 satisfied with the first year teachers' preparation. Faculty noted that an area that was lower focused on student behavior. 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 above expectations. Most are scoring in the proficient range and none at unsatisfactory. Faculty decided to make no changes based on the below data.

Data 2023 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 20-21 because it was these graduates' first year of teaching in 21-22.

	Total Respondents	Disagree	Tend to Disagree	Tend to Agree	Agree	Mean
Effectively teaches the subject matter in is/her licensure area.	42	-	-	11 – 26%	31 – 74%	3.74
Selects instructional strategies to align with curriculum standards.	41	-	1 – 2%	8 - 20%	32 – 78%	3.76
Designs activities where students engage with subject matter from a variety of perspectives.	42	-	-	13 – 31%	29 – 69%	3.69
Accounts for students' prior knowledge or experiences in instructional planning.	41	-	1 – 2%	16 - 39%	24 – 59%	3.56
Designs long-range instructional plans that meet curricular goals.	41	1 – 2%	3 – 7%	12 - 30%	25 – 61%	3.49

	Total Respondents	Disagree	Tend to Disagree	Tend to Agree	Agree	Mean
Regularly adjusts instructional plans to meet students' needs.	41	-	4 – 10%	10 – 24%	27 – 66%	3.56
Plans lessons with clear learning objectives/goals in mind.	42	-	2 – 4%	14 – 34%	26 – 62%	3.57
Designs and modifies assessments to match learning objectives.	42	-	1 – 2%	16 – 38%	25 – 60%	3.57
Provides students with meaningful feedback to guide next steps in learning.	42	1 – 2%	4 – 10%	14 – 33%	23 – 55%	3.40
Engages students in self-assessment strategies.	37	1 – 2%	4 – 11%	13 – 35%	19 – 51%	3.35
Uses formative and summative assessments to inform instructional practice.	40	1 – 2%	3 – 8%	6 – 15%	30 – 75%	3.3
Identifies issues of reliability and validity in assessment.	38	1 – 2%	7 – 18%	12 – 32%	18 – 48%	3.24
Analyzes multiple and appropriate types of assessment data to identify student learning needs.	40	1 – 2%	1 – 2%	15 – 38%	23 – 58%	3.50
Differentiates assessment for all learners.	41	1 – 2%	5 – 13%	14 – 34%	21 – 51%	3.34
Uses digital and interactive technologies to achieve instructional learning goals.	42	1 – 2%	-	10 – 24%	31 – 74%	3.69
Engages students in using a range of technology tools to achieve learning goals.	42	1 – 2%	1 – 2%	13 – 31%	27 – 65%	3.57
Helps students develop critical thinking processes.	41	-	5 – 12%	13 – 32%	23 – 56%	3.44
Helps students develop skills to solve complex problems.	40	-	3 – 7%	18 – 45%	19 – 48%	3.40
Makes interdisciplinary connections among core subjects.	38	-	3 – 8%	19 – 50%	16 – 42%	3.34
Knows where and how to access resources to build global awareness and understanding.	41	1 – 2%	3 – 7%	16 – 40%	21 – 51%	3.39
Helps students analyze multiple sources of evidence to draw sound conclusions.	40	-	3 – 7%	18 – 45%	19 – 48%	3.40

Advanced Programs

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.

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.

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 (init) 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.

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 2022-2023 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

- a. What are the strengths of our candidates as evidenced in internships?
 - i. Get to spend Significant time in schools; consistency and follow-through
 - ii. Good communication between all the parties
 - iii.
- b. What are the weaknesses of candidates as evidenced in our internships?
 - i.
- c. How well are our graduates doing at leading collaborative activities with peers, colleagues, teachers, administrators, community organizations, and parents? (Council for the Accreditation of Educator Preparation #4)
 - i. Had one do very well as he was serving in an administrative position at the time
 - ii. Challenge due to diverse structures of SD schools

- iii. Partnership from intern to mentor (PDC was awesome)
- d. How well are our graduates doing at using appropriate applications of technology in schools? (Council for the Accreditation of Educator Preparation #5)
 - i. By the nature of program, they're fine
- e. How can we increase our recruitment efforts into our principal program, special education director program, curriculum director program, and superintendent program?
- f. Additional comments?
 - i. What do you do to prepare someone for the challenges?
 - ii. Maybe part of case study - what is the connection to the ethics?
 - iii. Use more things that are public information that actually happened
 - iv. Like where the program is set up now; it benefited our school

Feedback Excerpts from Committee Feedback for Initial and Advanced

Experience and more experience- there are new experiences- new behaviors and mental health.

- How do we help student teachers and new teachers experience?
- Resiliency and fortitude is important. Strong and independent minded hard working.
- Be able to ask for help when needed.
- Social/emotional skill set that bolster confidence
- Understanding communities.
- Awareness and respect for others
- Attention to detailed and organized
- Personable. Can they carry on a conversation with the client.
- Problem solving skills.
- How fast can they think on their feet?
- How to communicate
- Take feedback and grow from it rather than get defensive.
- Students ask be asking for it.
- Signing contract but then get out of contract for a different one because... professional ethics...
- Work/life balance....

Documentation of Collaboration on Committees and Special Projects

Dean's External Advisory Committee Excerpt: January 30, 2023. Committee is comprised of representatives from all programs: both employers and graduates. The committee worked on defining our values. Values were looked at- both faculty ideas and USD strategic plan. When there is a necessity, K-12 systems can reach out. It is building the relationships so that projects can easily start. Beresford collaborated with ELL training to K-12 teachers.

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 committee has been reviewing program courses and candidates' assessment data. A follow up discussion was held concerning the CORE Praxis Test entrance requirement for teacher education. Social studies appears from data to be the difficult content area. Discussion happened concerning possible barriers but no action was taken. The committee reviewed the STOT evaluation tool used in residency and looked at results. No areas of concern were noted. The committee followed up on where assessment is addressed in curriculum and changes in courses. The data showed no significant improvement for 2021-2022 completers but this is was expected because impact of changes would not have effected them. Assessment standard will be reviewed for 2022-2023 completers next year to look for trends.

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 Compas) looking for collaboration for the online exploratory class
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-

The Prepared to Teach grant has 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 2022-23 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. Initial conversations are starting with SD Department of Labor.

School Psychology and Counseling

1. USD SCHOOL CRISIS PREVENTION AND RESPONSE PROJECT

PREPaRE Crisis Prevention and Response Training UPDATE

- 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. To date, 528 individuals have been trained in some level of PREPaRE. 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

Data collected summer 2023 for 2021-22 completers

Please indicate what position USD graduate(s) holds in your district - Selected Choice	Possible Points	Reading Teacher (2)	Ed Leadership (7)	School Psych (3)
The USD program prepared him/her to understand the theoretical and content knowledge foundations of their profession.	6	5.20	5.32	5.50
The USD program prepared him/her to apply the content knowledge and theoretical foundations of his/her profession to professional practice.	6	5.20	5.21	5.17

Please indicate what position USD graduate(s) holds in your district - Selected Choice	Possible Points	Reading Teacher (2)	Ed Leadership (7)	School Psych (1)
The USD program prepared him/her to apply content knowledge to help all students/clients respond in a meaningful manner.	6	5.20	5.21	5.25
The USD program prepared him/her to apply professional knowledge, skills, and dispositions to help all students/clients respond in a meaningful manner.	6	5.20	5.21	5.25

Please indicate what position USD graduate(s) holds in your district - Selected Choice	Possible Points	Reading Teacher (2)	Ed Leadership (7)	School Psych (1)
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.	6	4.80	5.36	4.92
The USD program prepared him/her to use a variety of formal and informal assessments to evaluate one's performance.	6	4.80	5.00	5.42
The USD program prepared him/her to use a variety of formal and informal assessments to evaluate the performance of others.	6	4.60	5.11	5.33
The USD program prepared him/her to use technology in their professional practice.	6	5.20	5.11	5.33
The USD program prepared him/her to leverage up to date technologies to plan, design, and evaluate learning experiences.	6	5.20	4.96	5.33
The USD program prepared him/her to employ ethical use of technology to further their professional productivity.	6	5.20	5.14	5.08
The USD program prepared him/her to foster and maintain positive work relationships.	6	5.20	5.18	5.08
The USD program prepared him/her to model and use effective communication (verbal, non-verbal, and written).	6	5.20	5.25	5.17

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 2022-2023 Completers

Data is disaggregated by program and gender.

Completer data is compared to state averages.

Elementary Test 5002 Reading Sub-score Required

Score- 150

2022-2023 Completer Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota=63	165.32	150.00	192.00
All South Dakota= 326	163.81	108.00	192.00
Student Population	Mean	Minimum	Maximum

Male University of South Dakota= 6	Less than 10	Less than 10	Less than 10
Male South Dakota= 32	163.22	150.00	184.00
Female University of South Dakota= 57	165.47	135.00	192.00
Female South Dakota= 294	164.39	108.00	192.00

Elementary Test 5003 Math Sub-score
Required Score- 146

2022-2023 Completer Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota=66	175.59	146.00	200.00
All South Dakota= 295	172.09	114.00	200.00
Male University of South Dakota=5	Less than 10	Less than 10	Less than 10
Student Population	Mean	Minimum	Maximum
Male South Dakota= 35	178.69	136.00	200.00
Female University of South Dakota= 61	175.07	146.00	200.00
Female South Dakota= 260	171.20	114.00	200.00

Elementary Test 5004 Social Science
Required Score- 147

2022-2023 Completer Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota=64	162.28	137.00	198.00
All South Dakota= 354	160.43	116.00	200.00
Male University of South Dakota=6	Less than 10	Less than 10	Less than 10

Male South Dakota= 31	167.90	136.00	200.00
Female University of South Dakota= 58	162.52	137.00	198.00
Female South Dakota= 322	159.65	116.00	198.00

Elementary Test 5005 Science Sub-score
Required Score- 150

2022-2023 Completer Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota=68	167.35	138.00	196.00
All South Dakota= 366	165.32	110.00	200.00
Male University of South Dakota=7	Less than 10	Less than 10	Less than 10
Male South Dakota= 34	170.24	137.00	196.00
Student Population	Mean	Minimum	Maximum
Female University of South Dakota= 61	166.70	138.00	196.00
Female South Dakota= 331	164.74	110.00	200.00

Special Education Test 5354 Required
Score- 145

2022-2023 Completer Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota=35	171.43	139.00	193.00
All South Dakota= 112	170.63	139.00	193.00
Male University of South Dakota=1	Less than 10	Less than 10	Less than 10

Male South Dakota= 12	165.50	157.00	174.00
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Student Population	Mean	Minimum	Maximum
Female University of South Dakota= 34	171.56	139.00	193.00
Female South Dakota=100	171.24	139.00	193.00

Art Test 5134

2022-2023 Completer Data

Required Score- 157

University sample size is too small to compare: 2

Biology Test 5235

2022-2023 Completer Data

Required Score- 157

University sample size is too small to compare: 2

Physical Education Test 5091 Required

Score- 140

2022-2023 Completer Data

University sample size is too small to
compare: 0

English Test 5038

Required Score- 167

2022-2023 Completer Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota=15	173.47	165.00	187.00
All South Dakota= 74	176.38	152.00	194.00
Male University of South Dakota= 2	Less than 10	Less than 10	Less than 10
Male South Dakota= 15	173.93	157.00	194.00
Female University of South Dakota= 13	173.69	165.00	187.00

Female South Dakota= 59	177.00	152.00	192.00
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History Test 5941

Required Score- 135

2022-23 Data

University sample size

too small to compare: 7

Math Test 5165

Required Score- 160

2022-2023 Completer Data

University sample size is too small to compare: 0

Music Test 5113

Required Score- 150

2022-23 Data

University sample size is too small to compare: 9

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 2022-2023 completers and made note of the following:

- Inter-rater reliability was completed
- All data was positive

Use of Results

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. This continues to be an area of focus.

2022-23 Data

INTASC Standard	Elementary candidates=40	Elementary and Special Education candidates=14	PE (K-12) Candidates=8	High School Candidates=14
Learner Development	3.51	3.54	3.25	3.5
Learning Differences	3.51	3.63	3.16	3.5
Learning Environments	3.46	3.44	3.16	3.5
Content Knowledge	3.39	3.42	3.25	3.27

INTASC Standard	Elementary candidates=40	Elementary and Special Education candidates=14	PE (K-12) Candidates=8	High School Candidates=14
Application of Content	3.38	3.36	3.05	3.13
Assessment	3.47	3.53	3.23	3.22
Planning for Instruction	3.58	3.54	3.27	3.30
Instructional Strategies	3.49	3.60	3.25	3.30

INTASC Standard	Elementary candidates=40	Elementary and Special Education candidates=14	PE (K-12) Candidates=8	High School Candidates=14
Professional Learning and Ethical Practice	3.6	3.55	3.44	3.37
Leadership and Collaboration	3.65	3.52	3.38	3.29

Disaggregated by Gender

INTASC Standard	Male= 13 Candidates	Female= 64 Candidates
Learner Development	3.13	3.51
Learning Differences	3.17	3.48
Learning Environments	3.19	3.45
Content Knowledge	3.14	3.40
Application of Content	3.04	3.36
Assessment	3.22	3.44
Planning for Instruction	3.26	3.54
Instructional Strategies	3.23	3.49
Professional Learning and Ethical Practice	3.33	3.59
Leadership and Collaboration	3.33	3.57

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 2022-2023 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

2022-23 Completer Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota= 41	174.95	160.00	192.00
Student Population	Mean	Minimum	Maximum
All South Dakota= 191	172.76	131.00	195.00
Male University of South Dakota=4	Population Less Than 10	Population Less Than 10	Population Less Than 10
Male South Dakota= 29	170.62	138.00	190.00

Student Population	Mean	Minimum	Maximum
Female University of South Dakota= 37	175.03	161.00	192.00
Female South Dakota= 162	173.15	131.00	195.00

Secondary Education PLT 5624 Required

Score=157

2022-23 Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota= 27	177.19	162.00	192.00
All South Dakota= 180	174.34	140.00	193.00
Male University of South Dakota= 7	Population Less Than 10	Population Less Than 10	Population Less Than 10

Male South Dakota= 79	170.94	140.00	193.00
Female University of South Dakota= 20	179.70	162.00	192.00
Female South Dakota= 100	176.95	151.00	193.00

Elementary Education PLT 5622 Required

Score=157

2022-23 Completer Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota= 25	170.08	136.00	189.00
All South Dakota=125	166.79	124.00	194.00
Male University of South Dakota= 8	Population Less Than 10	Population Less Than 10	Population Less Than 10
Male South Dakota= 34	161.53	124.00	179.00
Female University of South Dakota= 17	171.53	136.00	189.00
Female South Dakota= 91	168.76	132.00	194.00

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.

School Psychology

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 11 strands are below. Data is aggregated to include both EdS and PhD candidates. There were 7 EdS and 3 PhD.

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.

GPA Average

Content Knowledge	All (10)
NASP Domain 2.1	3.91
NASP Domain 2.2	3.99
NASP Domain 2.3	3.90
NASP Domain 2.4	3.93
NASP Domain 2.5	3.90
NASP Domain 2.6	3.93
NASP Domain 2.7	3.97
NASP Domain 2.8	3.95
NASP Domain 2.9	3.83
NASP Domain 2.10	3.99
NASP Domain 2.11	3.84

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

2022-2023 Completers

National Association of School Psychologist test cut off score is 149

Average Score	166.86
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Test Category	Average Percent Correct
Professional Practices	73%
Direct and Indirect Services	77%
Systems-Level Services	76%
Foundations of Service Delivery	72%

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

- What does the data tell you? Service delivery is 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.

NASP Domain	Items	Mean Rating
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.	4.00
	12. Demonstrates the ability to accurately interpret and integrate assessment data to formulate appropriate recommendations based on the assessment data.	3.80
	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.	4.00
	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.	3.40
	Domain Mean Rating	3.87
2.2 Consultation and Collaboration	14. Demonstrates the ability to effectively present and disseminate information to parents, teachers, team members, and other professionals.	3.80
	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).	3.60
	20. Is able to effectively collaborate with others in problem-solving processes at the individual, group, and system levels.	4.00
	27. Demonstrates familiarity with information and instructional technology relevant to his/her work and utilizes it to improve his/her practice.	4.40
	31. Demonstrates knowledge and skills needed to consult and collaborate in development, implementation, and evaluation of instructional and mental health interventions.	3.20
	Domain Mean Rating	3.80
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.	3.80
	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.	3.20
	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.	3.60
	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.	3.80
	Domain Mean Rating	3.80

2.4 Interventions and Mental Health Services to Develop Social and Life Skills	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.	4.20
	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.	3.40
	18. Demonstrates knowledge of various models of counseling and is able to utilize appropriate counseling interventions.	2.60
	35. Demonstrates skills needed to use assessment data appropriately when developing social-emotional and behavioral goals for children with diverse backgrounds and needs.	3.80
	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.	3.80
	Domain Mean Rating	3.56
2.5 School-Wide Practices to Promote Learning	5. Understands the school and systems structure and operates consistently with school policies and procedures.	4.60
	6. Demonstrates the ability to facilitate school policies and practices that promote supportive and effective learning environments.	4.20
	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.	3.40
	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.	3.40
	43. Demonstrates knowledge of theories and empirical research related to population-based services designed to support prevention and early intervention.	3.60
	Domain Mean Rating	3.84
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.	3.20
	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.	2.20
	23. Demonstrates knowledge of empirically supported strategies for effective crisis preparation and intervention.	3.40
	44. Utilizes consultation and collaboration when designing prevention, early intervention, and crisis intervention services.	3.40
	Domain Mean Rating	3.05
2.7 Family-School Collaboration Services	7. Demonstrates practices that facilitate interactions and partnerships between schools and families.	4.20
	24. Demonstrates the ability to engage in effective, collaborative, professional relationships and interdisciplinary partnerships.	3.80

	25. Demonstrates knowledge of family systems and their influences on children's academic, motivational, cultural, mental health, and social characteristics.	4.00
	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.	3.00
	46. Utilizes data-based decision-making and problem-solving strategies to enhance the effectiveness of family-school collaborations and partnerships.	2.80
	Domain Mean Rating	3.56
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.	4.40
	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.	3.60
	38. Demonstrates knowledge of developmental and family issues and the influence of these issues on children's functioning within multicultural contexts.	3.80
	39. Demonstrates skills needed to develop appropriate assessment plans and accurately interpret assessment results for children and youth who are bilingual and bicultural.	3.40
	40. Designs and implements services that recognize individual differences in ability, backgrounds, and needs.	3.20
	Domain Mean Rating	3.73
2.9 Research and Program Evaluation	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
	15. Demonstrates knowledge of effective teaching techniques and recommends research-based, empirically proven, instructional strategies.	2.20
	26. Applies current research in the field to practice.	3.60
	47. Demonstrates the ability to evaluate and synthesize research findings as a foundation for effective service delivery.	2.80
	48. Demonstrates knowledge/skills in program evaluation methods at the individual, group, and systems levels.	2.20

Professional Dispositions

Items	Mean Ratings 2022-2023
54. Organizes time efficiently and meets obligations and deadlines.	4.60
55. Is punctual and dependable.	4.80
56. Demonstrates the ability to initiate and complete a variety of tasks appropriate to the setting.	4.80
57. Demonstrates the ability to handle stressful situations and conflicts constructively.	4.20
58. Demonstrates effective and reflective communication skills with parents, colleagues, staff, and supervisor(s).	4.40

59. Accepts suggestions and/or constructive criticisms from supervisor(s) and is willing to make changes.	5.00
60. Respects all persons and individual differences and is sensitive to the value systems of diverse groups.	4.80
61. Demonstrates behaviors that are consistent with the ideal of fairness.	4.80
62. Demonstrates behaviors that are consistent with the belief that all children can learn.	4.80
Mean Rating	4.69

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.

Program	Average Entrance GPA
Superintendent (14)	3.85 Graduate GPA
PK-12 Principal (28)	3.33 Undergraduate GPA
Curriculum Director (1)	Sample less than 10
Special Education Director (0)	Sample less than 10

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 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 2022-23 Completers

NELP Standards Aligned

Standard	Count	Mean

Component 1.1 collaboratively communicates a school mission and vision designed to reflect a core set of values and priorities.	24	3.29
Component 1.2 leads improvement processes that include data use, design, implementation, and evaluation.	24	3.29
Component 2.1 reflects on, communicates about, cultivates, and models professional dispositions and norms.	24	3.29
Component 2.2 advocates for ethical and legal decisions.	24	3.29

Standard	Count	Mean
Component 2.3 models ethical behavior in personal conduct and relationships and cultivates ethical behavior in others.	24	3.43
Component 3.1 understands and demonstrates capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	24	3.29
Component 3.2 understands and demonstrates capacity to cultivate, and advocate for equitable access to educational resources and technologies.	24	3.29
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.	24	3.43

Component 4.1 understands and can demonstrate capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs.	24	3.29
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.	24	3.00
Component 4.3 understands and can demonstrate capacity to evaluate accessible assessments that support data-informed instructional improvement and student learning.	24	3.14
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.	24	3.14
Component 5.1 understands and demonstrates capacity to collaboratively engage diverse families in strengthening student learning in and out of school.	24	3.29
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.	24	3.43

Standard	Count	Mean
Component 5.3 understands and demonstrates capacity to communicate within the larger community, and political contexts when advocating for the needs of their school and community.	24	3.14
Component 6.1 understands and demonstrates capacity implement management, communication, technology, school-level.	24	3.14
Component 6.2 understands and demonstrates capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan.	25	3.29

Standard	Count	Mean
Component 6.3 understands and demonstrates capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	24	3.14
Component 7.1 understands and has capacity to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	24	3.00
Component 7.2 understands and has capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention.	24	3.14

Standard	Count	Mean
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.	24	3.14
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.	24	3.43

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

Standard	Count	Mean
Component 1.1 collaboratively communicates a school mission and vision designed to reflect a core set of values and priorities.	14	3.73
Component 1.2 leads improvement processes that include data use, design, implementation, and evaluation.	14	3.73
Component 2.1 reflects on, communicates about, cultivates, and models professional dispositions and norms.	14	3.73
Component 2.2 advocates for ethical and legal decisions.	14	3.91
Component 2.3 models ethical behavior in personal conduct and relationships and cultivates ethical behavior in others.	14	3.91

Standard	Count	Mean
Component 3.1 understands and demonstrates capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	14	3.64
Component 3.2 understands and demonstrates capacity to cultivate, and advocate for equitable access to educational resources and technologies.	14	3.82
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.	14	3.55

Standard	Count	Mean
Component 4.1 understands and can demonstrate capacity to evaluate, develop, and implement high- quality, technology-rich curricula programs.	14	3.27
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.	14	3.36
Component 4.3 understands and can demonstrate capacity to evaluate accessible assessments that support data-informed instructional improvement and student learning.	14	3.27

Standard	Count	Mean
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.	14	3.18
Component 5.1 understands and demonstrates capacity to collaboratively engage diverse families in strengthening student learning in and out of school.	14	3.82
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.	14	3.91

Standard	Count	Mean
Component 5.3 understands and demonstrates capacity to communicate within the larger community, and political contexts when advocating for the needs of their school and community.	14	3.27
Component 6.1 understands and demonstrates capacity implement management, communication, technology, school-level.	14	3.55
Component 6.2 understands and demonstrates capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan.	14	3.27
Component 6.3 understands and demonstrates capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	14	3.36

Standard	Count	Mean
Component 7.1 understands and has capacity to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	14	3.55
Component 7.2 understands and has capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention.	14	3.45
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.	14	3.45
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.	14	3.09

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 170.76. No other university requires the Praxis and the EPP cannot compare its aggregate score with other SD EPPs. When disaggregated by gender, males tend to score better in instructional leadership and ethical practice. The faculty will continue reviewing data and decided to make no changes at this time.

Praxis 6990 School Leader Licensure Exam

2022-2023 Graduates test

cut off score= 146

Completers that took test= 22

Description	Average	Percentage
Aggregate Score	170.76	85%
Strategic Leadership Cohort Ave	13.65	79%
possible points	17.24	
Instructional Leadership Cohort Ave	13.65	79%
possible points	17.24	
Climate and Cultural Leadership Cohort Ave	13.12	76%
possible points	17.24	
Ethical Leadership Cohort Ave	13.12	96%
possible points	13.65	

Data By:

GenderMale=8

Female=14

Description	Gender	
	Male	Female
Strategic Leadership Cohort Ave		
possible points 16.38	13.75	14.21
Instructional Leadership Cohort Ave		
possible points 23.00	19.25	16.29
Climate and Cultural Leadership Cohort Ave		
possible points 17.88	13.75	14.21

Ethical Leadership Cohort Ave possible points 16.00	Male	Female
	12.00	10.71
Organizational Leadership Cohort Ave possible points 12.25	Male	Female
	13.25	13.14
Community Engagement Lead Cohort Ave possible points 12.88	Male	Female
	7.50	8.43
Analysis of Constructed Response Cohort Ave possible points 24.00	Male	Female
	16.50	17.00

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 2022-23

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 2022-23 graduating cohorts 77 of 93 graduates reported having accepted a teaching position (83%) Of the 16 candidates that had no response, there were none that indicated that they could not find a position.

Advanced Programs

School Psychology 2022-23 graduates

The placement rate for School Psychology (including Counseling) is 70% of graduates are employed in South Dakota as school psychologists. The number of graduates is 10 with 7 of them gaining employment in South Dakota. All others (3) are employed in area states such as Iowa and Minnesota.

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 but 2 of the graduates were employed as teachers while completing the program. Of those 34 students, 23 were employed in South Dakota. According to the Department of Education, 7 graduates were hired as PK-12 principals and 3 were hired as superintendents in South Dakota the year after graduation (44%). The other graduates, continued employment as K-12 teachers in South Dakota.

