



BLACK HILLS

STATE UNIVERSITY

College of Education

2026 EPP Performance Report of CAEP
Accountability Measures for Initial and Advanced-
level programs

(Data from 2024-2025 academic year)

Introduction

As part of CAEP accreditation, the BHSU College of Education is required to provide data addressing the four CAEP Accountability Measures. These data must be collected or reported for the 2024-2025 Academic Year (September 1, 2024 – August 31, 2025) and be relevant to the requirements outlined below. Data should be clearly labeled to each of the four CAEP Accountability Measures and made publicly available with explanations that are easily understood by a general audience. Table 1 provides an overview of the CAEP Accountability Measures and the data to address these measures.

The accountability measures are:

- **Measure 1 (Initial): Completer effectiveness. (R4.1)**
 - Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2, R5.3, RA4.1)**
 - Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**
 - Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure.
- **Measure 4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared).**
 - Data provided may come from various sources, including state or EPP collected data related to completers' employment in teaching positions for which they were prepared.

Table 1. CAEP Accountability Measures Overview

CAEP Accountability Measures Overview		
Data	Accountability Measure	Program
Student Teacher Assessment Report System (STARS)	Measure 1: Completer Effectiveness	Initial
Employer Survey	Measure 1: Completer Effectiveness and Measure 2: Employer Satisfaction and Stakeholder Involvement	Initial & Advanced
College of Education Advisory Committee Agenda and Minutes	Measure 2: Employer Satisfaction and Stakeholder Involvement	Initial & Advanced
Field Governance Committee Agendas and Minutes	Measure 2: Employer Satisfaction and Stakeholder Involvement	Initial
Praxis Scores	Measure 3: Candidate Competency at Program Completion	Initial & Advanced
PPAT Scores	Measure 3: Candidate Competency at Program Completion	Initial
Clinical Intern Final Appraisal	Measure 3: Candidate Competency at Program Completion	Initial
Professional Dispositions Assessment	Measure 3: Candidate Competency at Program Completion	Initial
Licensure requirements met prior to graduation	Measure 4: Ability of completers to be hired in positions for which they have been prepared	Initial
Endorsement requirements met prior to graduation	Measure 4: Ability of completers to be hired in positions for which they have been prepared	Advanced

Measure 1: Completer Effectiveness

STARS Data (Initial)

Impact measures of completer effectiveness demonstrate that our graduates from teacher education are effectively teaching K-12 students across the nation. South Dakota Codified Law 13-42-70, a law ensuring privacy protection for P-12 students and teachers in South Dakota, legally prevents the State DOE from providing data to the EPP. This law prohibits sharing evaluation data of P-12 students and teachers obtained in schools and districts that are disaggregated beyond the school level. This means that our EPP cannot get individual teacher data as it relates to student growth.

Therefore, it was necessary for the EPP to create a unique process for data collection. The EPP at Black Hills State University has developed strategies to gather multiple measures of completer impact on P-12 learning and development. The EPP uses direct and indirect measures to assess program and completer impact on P-12 learning and development.

Direct measures provide data from teacher performance and value-added assessments. These measures include voluntarily provided Student Learning Outcome (SLO) employer evaluations, Teacher Evaluation -Ratings, and South Dakota Department of Education Student Teacher Accountability and Reporting System (STARS, aggregate data) of proficiency and growth for P-12 learning and development. Only the STARS data may be legally disclosed publicly.

Table 2. STARS Data for selected districts in South Dakota for 2024-2025

English Language Arts			
	South Dakota	District 1	District 2
% students proficient	52	43	59
% students demonstrating growth	56	50	61
% students proficient (K-5 only)	N/A	38	58
% students demonstrating growth (K-5 only)	N/A	49	64
Mathematics			
	South Dakota	District 1	District 2
% students proficient	44	36	49
% students demonstrating growth	51	46	55
% students proficient (K-5 only)	N/A	36	53
% students demonstrating growth (K-5 only)	N/A	41	51
Science			
	South Dakota	District 1	District 2
% students proficient	44	36	54
% students demonstrating growth	New reporting; baseline being determined		
% students proficient (K-5 only)	N/A	35	51

% students demonstrating growth (K-5 only)	New reporting; baseline being determined		
College and Career Readiness			
	South Dakota	District 1	District 2
ACT Average	21	20	23
Coursework	71	55	69
Assessment	60	55	69
College and Career	55	44	64
Assessment Readiness for College or Career		Coursework Readiness for College or Career	
<p><u>College English Readiness</u> (meet 1 of 3 options)</p> <ol style="list-style-type: none"> 1. State Assessment – ELA (Level 3 or 4) 2. ACT English (sub-score 18) 3. Accuplacer – NextGen writing (score 263+) <p><u>College Math Readiness</u> (meet 1 of 3 options)</p> <ol style="list-style-type: none"> 1. State Assessment – Math (Level 3 or 4) 2. ACT Math (sub-score 20) 3. Accuplacer – NextGen quantitative reasoning, algebra & statistics (score 255-300) 		<p><u>High School Graduation Advanced Endorsement</u></p> <ol style="list-style-type: none"> 1. Earn 1 or more endorsements 	
<p><u>Career English and Math Readiness</u> (earn silver or higher)</p> <ol style="list-style-type: none"> 1. National Career Readiness Certificate 			

Employer Survey (Initial and Advanced)

*This survey also addresses Measure 2: Employer Satisfaction and Stakeholder Involvement for Initial and Advanced Licensure

The College of Education's Employer Survey delves into employer determination of the completer's

- a. Planning and Preparation,
- b. Classroom Environment,
- c. Instruction, and
- d. Professional Responsibilities.

These surveys were previously conducted every three years. Currently, they are administered every two years, and the next survey will be administered in **Fall 2026**.

The rating scale is:

- 1: No Agreement
- 2: Generally Disagree
- 3: Generally Agree
- 4: Fully Agree
- NA: Not applicable

The instrument is aligned with InTASC Standards and the Danielson Framework.

(<https://danielsongroup.org/framework/>;

<https://753a0706.flowpaper.com/INTASCLearningProgressionsforTeachers/#page=1>)

Table 3. Employer Survey Results (2024)

Item 1: The completer effectively teaches developmentally appropriate breadth and depth of content.					
Year	Return Rate	1	2	3	4
2024	13%			1	3
2021	60%			2	13
Item 2: The completer designs learning experiences that promote P -12 learning.					
Year	Return Rate	1	2	3	4
2024	13%			1	3
2021	60%				15
Item 3: The completer uses pedagogical research to create meaningful learning experiences.					
Year	Return Rate	1	2	3	4
2024	13%			1	3
2021	60%			1	14
Item 4: The completer demonstrates respect for diversity of P-12 students.					
Year	Return Rate	1	2	3	4
2024	13%			1	3

2021	60%				15
Item 5: The completer creates instructional activities responsive to diversity of P-12 students.					
Year	Return Rate	1	2	3	4
2024	13%			1	3
2021	60%			1	14
Item 6: The completer uses a variety of instructional strategies to promote learning in each domain: cognitive, affective, and psychomotor.					
Year	Return Rate	1	2	3	4
2024	13%			2	2
2021	60%				15
Item 7: The completer integrates P-12 student use of technology to enhance learning.					
Year	Return Rate	1	2	3	4
2024	13%			1	3
2021	60%				15
Item 8: The completer establishes a safe environment.					
Year	Return Rate	1	2	3	4
2024	13%			1	3
2021	60%			1	14
Item 9: The completer creates an environment that encourages learning.					
Year	Return Rate	1	2	3	4
2024	13%			1	3
2021	60%				15
Item 10: The completer effectively incorporates a variety of communication modes (e.g. verbal, nonverbal, media) to enhance P-12 learning.					
Year	Return Rate	1	2	3	4
2024	13%			1	3
2021	60%			1	14
Item 11: The completer plans effective lessons based on national or state standards.					
Year	Return Rate	1	2	3	4
2024	13%				4
2021	60%				15
Item 12: The completer uses a variety of assessment methods to promote best educational practices.					
Year	Return Rate	1	2	3	4
2024	13%				4
2021	60%				15

Item 13: The completer Uses results of assessments to inform future lessons.					
Year	Return Rate	1	2	3	4
2024	13%			1	3
2021	60%				15
Item 14: The completer reflects on instruction to improve future teaching.					
Year	Return Rate	1	2	3	4
2024	13%			1	3
2021	60%			1	14
Item 15: The completer seeks opportunities for professional growth and development.					
Year	Return Rate	1	2	3	4
2024	13%			1	3
2021	60%				15
Item 16: The completer interacts positively with parents/guardians, colleagues, and the community.					
Year	Return Rate	1	2	3	4
2024	13%			2	2
2021	60%			2	13

Measure 2: Satisfaction of Employers and Stakeholder Involvement

(*Table 3 above addresses Satisfaction of Employers and Stakeholder Involvement for Initial and Advanced Licensure)

College of Education Advisory Council Agenda & Minutes (Initial and Advanced)

The COE Advisory Council is an important partner group that provides our EPP with insight, advice, and awareness. The Council meets annually in the fall and is comprised of COE faculty and administrators, P-12 school personnel (i.e., administrators, human resources, counselors), and education-related entities such as Compass.



College of Education Advisory Council Agenda

November 7, 2024; 11:30AM; President's Conference Room

COUNCIL MEMBERS: Jay Beagle, Lead/Deadwood | Kirk Easton, Spearfish School District | Dr. Julie Hatling, Belle Fourche School District | Tonya Mullaney, Meade Co. School District | Pete Wilson, Meade Co. School District | Don Lyon, Spearfish School District | Dr. David Olson, Meade Co. School District | Dr. Joe Hauge, Black Hills Special Services | Dr. Ryan Young, TIE | Bethany Keeney, RCAS | Dr. Kyle Laughlin, TIE

AGENDA

1. Welcome & Introductions

- Dr. Jarrett Moore – Dean, College of Education

2. Updates from the College of Education

- Field Experience Office - Jami Kesling – Field Experience Director
- College of Education – Dr. Faye LaDuke-Pelster – Chair, College of Education

3. Lunch (The Hive)

4. M.Ed. Course Revisions

- Science of Reading
- SD DOE Literacy Blueprint

5. Q&A



College of Education Advisory Council Minutes

November 7, 2024; 11:30AM; President's Conference Room

COUNCIL MEMBERS: Jay Beagle, Lead/Deadwood | Kirk Easton, Spearfish School District | Dr. Julie Hatling, Belle Fourche School District | Tonya Mullaney, Meade Co. School District | Pete Wilson, Meade Co. School District | Don Lyon, Spearfish School District | Dr. David Olson, Meade Co. School District | Dr. Joe Hauge, Black Hills Special Services | Dr. Ryan Young, TIE | Bethany Keeney, RCAS | Dr. Kyle Laughlin, TIE

AGENDA

1. Introduction of new Dean: Dr. Jarrett Moore
2. Updates from Field Experience – Jami Kesling
 - Shared anticipated numbers for Fall 2024 for ELED, SEED, MS SEED and MAT SPED
 - Shared anticipated numbers for Fall 2025 for ELED, SEED, MS SEED and MAT SPED
 - Shared disaggregated placement data for specific school districts (in area and out of area placements)
3. Updates from COE – Dr. Faye LaDuke-Pelster
 - President Elliot's Strategic Planning Workgroups
 - Graduate Programs
 - BHSU Rapid City
 - Special Education funding – Lion's Club of Spearfish
 - Relaunch of Professional Development School Model
 - Educators Rising
 - Expo
 - State Conference – February 2026
 - Dr. Wendy Stewman
4. M.Ed. in Reading – Dr. Faye LaDuke-Pelster
 - Significant course revisions to reflect state and national emphasis on the Science of Reading
 - ED 757: Methods, Models, and Materials for K-12 Literacy Instruction, Dr. Sydney Haugland

- ELED 659: Assessment & Correction of Reading Difficulties, Leatha Potter
 - ED 650: Reading Difficulties Grades 6-12, Dr. Faye LaDuke-Pelster
- Literacy Blueprint – SD DOE and SD BOR
- Stakeholders were asked for feedback on changes to M.Ed. course content. Administrators unanimously agreed that an emphasis on Science of Reading was a good move. Many of the teachers in their district have taken Science of Reading courses via AIMS. Several administrators added that they have made curriculum changes as part of the shift from a balanced approach to literacy instruction moving toward systematic literacy instruction.

College of Education Field Governance Committee Agenda & Minutes (Initial)

The COE Field Governance Committee is an important partner group that provides our EPP with insight and guidance on candidates' clinical experiences. The Council meets once each semester and is comprised of BHSU faculty, administration, and staff, and P-12 school personnel including administrators, human resources, and counselors.



College of Education: Field Experiences Governance Committee
 Wednesday, November 20, 2024, 4:00 PM, Stagebarn Middle School

Agenda

1. Welcome
2. Introductions
3. Reports
4. Old Business
5. New Business
6. Closing Remarks

Members

Benvenga, Jim: Special Education Teacher, Sundance
 Biggs, Leon: Data/Assess. Manager & Placement Coordinator
 Derby, Breon: BHSU Physical Education Faculty
 Hatch, Kellie: BHSU Office of Field Experiences
 Fleury, Mary Anne: BHSU Special Education faculty
 Hayworth, Nicole: Teacher, Belle Fourche Elementary
 Johnson, Beth: Stagebarn Middle School, IT
 Kesling, Jami: BHSU Director of Field Experiences
 Kihura, Rudia: BHSU Early Childhood Education faculty
 Morgan, Camille: Rapid City Area Schools Human Resources
 McBurnett, Jennifer: Teacher, Spearfish Mt. View Elementary
 Louks, Penn: Teacher, Belle Fourche Middle School
 Olson, Dan: Principal, Creekside Elem, Spearfish
 Olson, David: Principal, Stagebarn Middle School
 Sailor, Johanna: BHSU faculty
 Wientjes, Remi: Teacher, Creekside Elem, Spearfish

Committee Purpose, per the College of Education Policy and Procedures:
 10.3. Field Experience Governance Committee

- a. This committee shall include the Director of Field Experiences (Chair), university faculty representatives, P-12 clinical faculty and partner school administrative representatives.
- b. The committee shall be responsible for:
 1. Meeting twice a year, in the fall and spring.
 2. Making recommendations regarding governance and policy of field experiences.
 3. Designing, implementing, and evaluating field experiences and clinical practices in collaboration with school partners.
 4. Ensuring that candidate experiences include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.
 5. Ensuring input from P-12 teachers and/or administrators on candidate preparation.
 6. Keep minutes in the Office of Field Experiences.

Reports:

- Fall 2024 and Spring 2025 Statistics
- Fall 2024 Majors and Statistics
- Spring 2025 Projected Majors

Old Business

- Introduction of new Data Assessment Manager and Placement Coordinator-All members gave introductions. Leon Biggs introduced himself and he was welcomed to our committee.
- Spring 2024 data and Fall 2024 anticipated data for education majors- Data was reviewed from fall and spring. The fall semester had overall 2 more placements (Fall-189 and Spring 187) The spring semester had more total student teachers (Spring-54 and Fall 28).
- Student teaching permit data for fall 2024- currently 6 student teachers have applied for a fall student teaching permit. No student teachers have applied for the advanced student teaching permit.
- Newsletter Feedback-The new implementation of a field experiences newsletter was discussed.
- Currently included in the newsletter are updates, field experience data, student spotlights, and SOE happenings. We have had two issues emailed out to partner school principals/administrators. A discussion was held that it may be beneficial to email it to the clinical educators and staff. The committee thought the newsletter information was useful for others in the school district and not just for the principals. It was also discussed that if there is a change in educational programming that it could possibly be added. We discussed how we needed to stay on topic with the field experiences updates, but because it does have to do with students in the field that we could forward questions on this type of topic to the SOE faculty.
- Review of Policy and Procedure Manual– Section 3 --- Field-Based Experiences in the Professional Teacher Preparation Program---Article 1.0- Reviewed 3.1.1 through 3.1.10.

Discussed 3.1.3 (3.1.3--Candidates must participate in classrooms at different school and district sites during their field experiences. The candidate must experience diverse instructional experiences with male and female P-12 students from different socioeconomic groups, with exceptionalities, and at least two ethnic/racial groups.) in more detail. Reviewed the requirements for diversity for each placement. We must have a minimum of 2 different placements—preferably 3. Discussion was held about the availability of placements and preferences for students in sports or extracurricular activities. The FE office does their best to accommodate special considerations for students, but there can be no guarantee on a local placement. The sooner the students alert the placement coordinator of the special considerations, the better chance the accommodation can be made for the placement. The difference between courses (ex 295, 495) was also explained with the requirements.

- Semester Strengths: - Good communication with the methods block instructors
 - impressive BHSU students read aloud activity to kindergarten class.
- Semester Areas for Growth: - More communication from BHSU instructors as far as practicum expectations. Although students are expected to explain requirements (such as what they do in the methods block), this is not always shared with the clinical educators. It was suggested that it would be helpful if the instructors sent out an initial email with the student expectations and handbook for the course. It was discussed that the CE's do not always know what they are supposed to be doing or what they are supposed to be having the students complete during the practicum portion.
- Topics/areas of concern and discussion for upcoming meetings- A discussion was held as to whether we should try to have a Zoom meeting for one of the two required yearly meetings. It was decided that “in person” is the best and those that can will attend the meeting in person. All members agreed that meeting face to face is more productive than a Zoom meeting.

New Business

- Update on the BHSU College of Education new Dean of Education, Jarrett Moore
- Fall 2024 data and Spring 2025 anticipated data for education majors
- Placement data for in-area and out of area school districts
- Student teaching permit data for spring 2025
- Social Media pages
- Review of Policy and Procedure Manual– Section 3 --- Field-Based Experiences in the Professional Teacher Preparation Program---

ARTICLE 1.0 - Pre-Student Teaching Field Experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe and teach in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers and other school professionals prior to clinical practice.

3.1.11 Candidates are participant learners in the school setting. Their level of expertise and experience requires that, for pre-student teaching field experiences, they not be left in sole charge of supervising an instructional setting.

ARTICLE 2.0 - Transition Point 2: Admission to the Student Teaching Internship

The student teaching internship is the culminating field experience activity in the professional teacher preparation program. It is designed to provide teacher candidates with the opportunity to assume the full responsibilities of a classroom teacher under the supervision of a school-based clinical faculty and university supervisor. Candidates begin a process of continuous assessment, reflection, and action directed at positively impacting P-12 learning. To mentor candidate interns, the clinical educators and university supervisors follow the phases of the co-plan, co-teach model.

3.2.1 All candidates' progress is reviewed at Transition Point 2. Candidates for the student teaching internship must be approved by the Director of Field Experiences and admitted to the Professional Teacher Education Program. The Director of Field Experiences will bring concerns for candidates not meeting necessary requirements to the Professional Progress Committee for a decision regarding continuation in or removal from the program. The candidate does maintain the right to an appeal to the Professional Progress Committee, as noted in Article 3.0.

3.2.2 In addition to meeting all requirements for admission to the professional teacher preparation program, student teaching intern candidates must submit to the Office of Field Experiences the Student Teaching Internship application packet and provide documentation of:

- a. A Status Sheet demonstrating successful completion of all program courses.
 - b. Successful completion of all pre-student teaching field experiences.
 - c. An overall grade point average of 2.70 or higher in academic course work required to meet their selected teacher education program. All teacher education program course work must be completed with a grade of "C" or better.
 - d. Satisfactory Professional Dispositions Assessments.
 - e. Passing scores on the appropriate PRAXIS Content Knowledge Exams for each teaching major.
 - f. Proof of liability insurance.
 - g. Evidence of meeting P-12 school requirement for background check
- Semester Strengths:
 - Semester Areas for Growth:
 - Topics/areas of concern and discussion for upcoming meetings

Closing Remarks

Next Meeting Date: Wednesday, April 23, at 4:00 p.m. – Place-- TBD



BLACK HILLS
STATE UNIVERSITY

College of Education: Field Experiences Governance Committee
Wednesday, April 23, 2025, 4:00 PM, BHSU (J204)

Agenda

1. Welcome
2. Reports
3. Old Business
4. New Business
5. Closing Remarks

Members

Benvenga, Jim: Special Education Teacher, Sundance
 Biggs, Leon: Data/Assess. Manager & Placement Coordinator
 Derby, Breon: BHSU Physical Education Faculty
 Hatch, Kellie: BHSU Office of Field Experiences
 Fleury, Mary Anne: BHSU Special Education faculty
 Hayworth, Nicole: Teacher, Belle Fourche Elementary
 Johnson, Beth: Stagebarn Middle School, IT
 Kesling, Jami: BHSU Director of Field Experiences
 Kihura, Rudia: BHSU Early Childhood Education faculty
 Morgan, Camille: Rapid City Area Schools Human Resources
 McBurnett, Jennifer: Teacher, Spearfish Mt. View Elementary
 Louks, Penn: Teacher, Belle Fourche Middle School
 Olson, Dan: Principal, Creekside Elem, Spearfish
 Olson, David: Principal, Stagebarn Middle School
 Sailor, Johanna: BHSU faculty
 Wientjes, Remi: Teacher, Creekside Elem, Spearfish

Committee Purpose, per the College of Education Policy and Procedures:

10.3. Field Experience Governance Committee

- a. This committee shall include the Director of Field Experiences (Chair), university faculty representatives, P-12 clinical faculty and partner school administrative representatives.
- b. The committee shall be responsible for:
 1. Meeting twice a year, in the fall and spring.
 2. Making recommendations regarding governance and policy of field experiences.
 3. Designing, implementing, and evaluating field experiences and clinical practices in collaboration with school partners.

4. Ensuring that candidate experiences include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.
5. Ensuring input from P-12 teachers and/or administrators on candidate preparation.
6. Keep minutes in the Office of Field Experiences.

Reports

- Fall 2024 and Spring 2025 Statistics
- Fall 2024 Majors and Statistics
- Spring 2025 Projected Majors

Old Business

- Update on the BHSU College of Education new Dean of Education, Jarrett Moore – The field governance committee was given an update on our new Dean of Education, Jarrett Moore. It was expressed that he was previously a BHSU faculty member and that he brings background knowledge and experience to the College of Education and field experiences.
- Fall 2024 data and Spring 2025 anticipated data for education majors – Committee members were concerned with where the numbers are trending with students. It was noted that we had 2 previous semesters that had dropped in numbers, but our data is showing that we are again on the increase with student graduates.
- Placement data for in-area and out of area school districts – It was discussed that the requirements for out of area placements have changed and therefore have seen an increase in out of area placements. Although we prefer our students to have in-area placements, we try to meet the students needs and place them accordingly.
- Student teaching permit data for spring 2025 – We have a total of 31 students who applied for a student teaching permit spring 2025. We did not have any students apply for an advanced student teaching permit. A discussion was held about when students are notified about the student teaching permit and if they are aware of the possibility of being a teacher of record. It was explained that the students are notified of the permits during pre-student teaching practicum and again during student teaching orientation. It was noted that although the advanced student teaching opportunity can be beneficial, we strongly recommend that the students complete a traditional student teaching internship. It is important that the school districts are in contact with the field experiences office as early as possible, if they are requesting a student intern to be a teacher of record. An advanced student teaching permit must be approved by the PPC before the student can proceed with the state requirements.
- Educators Rising Expo held at BHSU – BHSU committee members shared the Educators Rising Expo experience at the BHSU campus. The expo is a great opportunity to help recruit students into the field of education. Dr. Wendy Stewman coordinates this event, and we are fortunate that she leads this event for possible future education students.

- Social Media pages - The College of Education has started a new social media campaign. We have a Facebook and Instagram page. The QR codes were shared for the pages and members were encouraged to follow the pages for information and happenings.
- Review of Policy and Procedure Manual– Section 3 --- Field-Based Experiences in the Professional Teacher Preparation Program--- Policies below were discussed and reviewed:

ARTICLE 1.0 - Pre-Student Teaching Field Experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe and teach in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers and other school professionals prior to clinical practice.

3.1.11 Candidates are participant learners in the school setting. Their level of expertise and experience requires that, for pre-student teaching field experiences, they not be left in sole charge of supervising an instructional setting. – It was noted that during Block and 495 (pre-student teaching) practicum courses, students cannot substitute teach. This includes having students sub in the classroom at the end of the day or final period of the day, it is against our policy.

ARTICLE 2.0 - Transition Point 2: Admission to the Student Teaching Internship

The student teaching internship is the culminating field experience activity in the professional teacher preparation program. It is designed to provide teacher candidates with the opportunity to assume the full responsibilities of a classroom teacher under the supervision of a school-based clinical faculty and university supervisor. Candidates begin a process of continuous assessment, reflection, and action directed at positively impacting P-12 learning. To mentor candidate interns, the clinical educators and university supervisors follow the phases of the co-plan, co-teach model.

3.2.1 All candidates' progress is reviewed at Transition Point 2. Candidates for the student teaching internship must be approved by the Director of Field Experiences and admitted to the Professional Teacher Education Program. The Director of Field Experiences will bring concerns for candidates not meeting necessary requirements to the Professional Progress Committee for a decision regarding continuation in or removal from the program. The candidate does maintain the right to an appeal to the Professional Progress Committee, as noted in Article 3.0.

3.2.2 In addition to meeting all requirements for admission to the professional teacher preparation program, student teaching intern candidates must submit to the Office of Field Experiences the Student Teaching Internship application packet and provide documentation of:

- a. A Status Sheet demonstrating successful completion of all program courses.
- b. Successful completion of all pre-student teaching field experiences.
- c. An overall grade point average of 2.70 or higher in academic course work required to meet their selected teacher education program. All teacher education program course work must be completed with a grade of "C" or better.
- d. Satisfactory Professional Dispositions Assessments.
- e. Passing scores on the appropriate PRAXIS Content Knowledge Exams for each teaching major.
- f. Proof of liability insurance.
- g. Evidence of meeting P-12 school requirement for background check

- Kellie shared with the group the checklist that needs to be completed in the field office prior to student teaching. It was also noted that background checks were improving— Rapid city now has a fingerprinting machine to help this process. Many schools are now able to share background check documentation through their offices.
- Semester Strengths
- Semester Areas for Growth
- Topics/areas of concern and discussion for upcoming meetings

New Business

- Fall 2024 data and Spring 2025 anticipated data for education majors
- Placement data for in-area and out of area school districts
- Student teaching permit data for spring 2025
- HB 1092 Funding for Student Teacher Stipends
- Review of Policy and Procedure Manual– Section 3 --- Field-Based Experiences in the Professional Teacher Preparation Program---

ARTICLE 3.0 - Placement in the Student Teaching Internship

3.3.1 All candidates expecting to enroll in the student teaching internship must make application according to the published timelines prior to the actual student teaching internship to ensure adequate review and careful placement.

3.3.2 The Director of Field Experiences, utilizing a negotiated agreement with selected school districts in South Dakota and Wyoming, coordinates placements to ensure that candidates are assigned to school faculty who are accomplished professionals, with at least three years of experience, and are prepared for their roles as mentors and supervisors. Field experiences will include P-12 candidates with exceptionalities and P-12 candidates from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.

3.3.3 Students accepted into the College of Education may make a request to student teach out-of-area. The Director of Field Experiences, upon receiving formal written request from a BHSU intern, will consider out-of-area placements that are beyond 100 miles from the BHSU campus. Out-of-area placements must be requested during the semester immediately preceding the student teaching internship (See cut-off dates listed below). Out-of-area student teaching placement packets are available in the Field Experience office. Students requesting out-of-area placement need to complete the packet in its entirety for the request to be considered.

- Professional development Opportunities
- Semester Strengths:
- Semester Areas for Growth:
- Topics/areas of concern and discussion for upcoming meetings

Closing Remarks

Next Meeting Date: Wednesday, November 19, 2025

Measure 3: Candidate Competency at Completion

Praxis Scores (Initial and Advanced)

Praxis is a proprietary assessment required by the South Dakota Department of Education, BHSU, and South Dakota Board of Regents to complete initial licensure.

BHSU requires candidates to pass the Praxis prior to the clinical internship, so the pass rate is 100% for completers. Overall, the first-time test taker pass rate was 87.9% in 2024-2025.

Table 4. Initial licensure Praxis Scores for 2024-2025

	Fall 2024	Spring 2025	Total
Candidate Attempts	52	130	182
Passed 1 st attempt	46	114	160
1 st attempt pass rate	88.5%	87.7%	87.9%

Advanced-level program candidates are required to pass the Praxis Reading Specialist exam (Test 5302) prior to program exit. Since the assessment is required for program exit, completers have a pass rate of 100%. Overall, the first-time test taker pass rate was 100% in 2024-2025.

Table 5. Advanced Licensure Praxis Scores for 2024-2025

	Total Test Takers	Median	Mean	Standard Deviation
BHSU	5	169	171.4	6.2
Cut Score: 165; all test takers passed on first attempt for this academic year.				

PPAT Scores (Initial)

The Praxis Performance Assessment for Teachers (PPAT) is a proprietary assessment required by BHSU to complete initial licensure programs. The PPAT is closely aligned with InTASC Standards. InTASC standards are the best practice guide of what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. Accepted and endorsed by numerous professional education organizations such as AACTE, NASBE, and NEA, InTASC provides appropriate standards for alignment. Praxis alignment of PPAT tasks with InTASC standards provides evidence that completers achieving passing scores for have the knowledge, skills, and dispositions needed for effective impact on P-12 learners. Research of validity for PPAT –InTASC alignment is found at <https://www.ets.org/s/ppa/pdf/RM-15-10.pdf>

PPAT tasks 2-4 are scored externally and all candidates are required to pass the assessment to successfully complete the program. Therefore, the pass rate for completers is 100% by default. Table 6 shows average scores for each task for the 2024-2025 academic year.

Table 6. PPAT Tasks 2-4 Scores for 2024-2025

Task	Percentage of Candidates per scoring category								
	4	3.5	3	2.5	2	1.5	1	.5	0
2	4.4%	0%	76.8%	4.4%	11.6%	0%	2.9%	0%	2.9%
3	0.5%	0%	82.8%	3%	11.5%	0%	0.8%	0%	0.5%
4	0%	0%	85.4%	3%	9.6%	0%	0%	0%	1.1%

Clinical Intern Final Appraisals (Initial)

The student teaching experience is the clinical practice that occurs just before completion of all initial teacher certification programs at Black Hills State University. Therefore, the student teaching final appraisal is a summative evaluation of all aspects of pedagogy as applied in clinical practice. This instrument is a rubric completed by both clinical faculty in P-12 schools and university supervisors. The program collects data for program evaluation from the forms completed by clinical faculty. Each candidate is evaluated on a scale of 0-4, with a target score of 3 for proficient or 4 for distinguished. A rating of proficient is required in all areas for successful completion of the student teaching experience.

The rubric assesses program-specific state/national standards as reflected on the data chart and simultaneously assesses the ten standards of the Interstate New Teacher Assessment and Support Consortium (INTASC).

In 2024-2025, 100 candidates received final appraisals.

Table 7. 2024-2025 Aggregate Final Appraisal Data for Initial Licensure

InTASC Standard	% Distinguished or Proficient	Change from previous year
InTASC 1a	96%	5%
InTASC 1b	98%	3%
InTASC 2	99%	5%
InTASC 3a	96%	11%
InTASC 3b	99%	4%
InTASC 3c	89%	4%
InTASC 4	97%	4%
InTASC 5a	99%	7%
InTASC 5b	97%	3%
InTASC 6a	95%	1%
InTASC 6b	95%	-2%
InTASC 7a	98%	7%
InTASC 7b	95%	2%
InTASC 7c	97%	7%
InTASC 8a	98%	4%
InTASC 8b	95%	4%
InTASC 8c	92%	-1%

InTASC 9a	99%	6%
InTASC 9b	99%	0%
InTASC 10a	94%	.9%
InTASC 10b	92%	5%

Professional Dispositions Assessment (Initial)

The Professional Disposition Assessment (PDA) demonstrates candidate mastery of professionalism and dispositions essential for an effective teacher. The PDA dispositions are based on the BHSU COE mission of “preparing Competent, Confident, and Caring Professionals,” and include the South Dakota Code of Ethics for Teachers. The assessment aligns directly with InTASC Standards related to confidence and caring as well as professional development, professional relationships, and interactions with P-12 students and parents, district personnel, and community. InTASC Standards are referenced within the assessment tool.

The PDA is a rubric administered formally by faculty and clinical educators at each of 3 transition points in the program. Only the final PDA during transition point 3 completed during the final clinical evaluation by the clinical educator is used for this assessment. However, the COE tracks the development of professionalism formally with the PDA at each of the three transition points. This ensures that there is development of professionalism rather than a single, point-in-time measure and allows the COE to track growth throughout the program. Additionally, the PDA may be used by any faculty to document candidate behavior warranting review by the Professional Progress Committee.

Table 8. PDA Scores for Initial Licensure for 2024-2025

	Professional Conduct				
	Consistently	Most of the Time	Occasionally	Rarely or Never	Not Observed
Prepared	66.5%	33.5%	0%	0%	0%
High Standards	58.1%	37.9%	3.9%	0%	10.8%
Professional Attire	53.2%	33%	2.9%	0%	0%
Educated Language & Behavior	61.1%	37.4%	1.5%	0%	1.5%
Actively Engaged	59.6%	37.9%	1%	0%	0.5%
Policy Compliance	60.1%	39.4%	0%	0%	0%
Professional Relationship with students	64%	35.5%	0%	0%	6.9%
Confidentiality standards	62%	31%	0%	0%	0%

Competent Professionals					
	Consistently	Most of the Time	Occasionally	Rarely or Never	Not Observed
Subject Matter Knowledge	48.3%	49.8%	2%	0%	1.5%
Learner Development	41.9%	54.2%	1%	1%	0%
Differentiation	37.4%	58.1%	0%	0%	1%
Research-based instruction	37%	58.1%	0%	0%	0%
Professional Discourse	43.4%	54.7%	0%	0%	0%
Classroom Context	46.8%	50.3%	0%	0%	0%
Confident Professionals					
	Consistently	Most of the Time	Occasionally	Rarely or Never	Not Observed
Diverse learners	60.6%	38.9%	0.5%	0%	0.5%
Student strengths	46.3%	51.2%	2%	0%	0.5%
Peer relationships	54.2%	43.8%	1.5%	0%	0.5%
Student Role in learning	47.3%	50.7%	1.5%	0%	1%
Multimodal classroom	38.9%	57%	3.5%	0%	0%
Positive attitude toward discipline	66.5%	33.5%	0%	0%	1%
Student Motivation	38.4%	56.2%	4.4%	0%	0.5%
Effective instructional strategies	49.3%	47.3%	3%	0%	0.5%
	Consistently	Most of the Time	Occasionally	Rarely or Never	Not Observed
Human Diversity	64%	35.5%	0%	0%	0%
Helping others achieve success	58.6%	41.3%	0%	0%	0%
Positive classroom climate	59.1%	39.9%	1%	0%	0.5%
Child's well being	49.8%	48.8%	1%	0%	7.9%
Collaborative	37.9%	48.8%	5.4%	0%	0%

Advanced Licensure Requirements

At program entry, the COE verifies Primary Requirements of the Reading Endorsement are met. The primary requirement is similar to initial licensure requirements for South Dakota.

The additional requirement for both the Elementary and Secondary Reading Endorsement in South Dakota is a passing score on the state-designated reading test. For South Dakota, the state-designated reading test is Praxis 5302 – Reading Specialist.

Table 10 shows the Praxis 5302 scores for the 2024-2025 M.Ed. students. Program completion requires a passing score on Praxis 5302, so all completers have the necessary requirements to be hired in positions for which they have been prepared.

Table 10. Advanced Licensure Praxis Sores for 2024-2025

	Total Test Takers	Median	Mean	Standard Deviation
BHSU	5	169	171.4	6.2
Cut Score: 165; all test takers passed on first attempt for this academic year.				