BLACK HILLS

STATE UNIVERSITY

2025 EPP Performance Report of CAEP Accountability Measures

(reporting semester data Fall 2023 – Spring 2024)

College of Education

CAEP Accountability Measures Overview R = initial A = advanced		
Impact Measures	**Assessment**	**Administration cycle/time**
Measure 1 (Initial). Completer effectiveness and Impact on P-12 learning and development (Component R4.1)	R Student-Teacher Assessment Report System (STARS) R/A Employer Survey (Danielson Framework)	Annually 2-year cycle
Measure 2. (Initial and/or Advanced). Satisfaction of employers and stakeholder involvement (Components R4.2|R5.3 | RA.4.1)	R/A Employer Survey (Danielson Framework) R/A Teacher Education Advisory Committee Agenda/Summary R Field Experience Governance Committee Agenda/Summary	2-year cycle Semester Semester
Outcome Measures	**Assessment**	**Administration cycle/time**
Measure 3 (Initial and/or Advanced). Candidate competency at program completion (Component R3.3 |RA3.4)	R/A Praxis Content – Proprietary R PPAT – Proprietary R Clinical Intern Evaluations R Professional Dispositions A Rubrics (per site visit, piloting)	Pass required prior to clinical internship Pass required prior to graduate Final reported (3-6 formative per placement) Clinical internship reported (tracked from admission to exit) Pilot phase
Measure 4 (Initial and/or Advanced). Ability of completers to be hired in education positions for which they have prepared	R Licensure requirements all met prior to graduation A Endorsement requirements all met prior to graduation	Continuous monitoring to exit Continuous monitoring to exit

Impact Measures 1 & 2 Detailed

R Student-Teacher Assessment Report System (STARS)

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 means that our EPP cannot get data for a specific teacher's students to help show student growth.

The EPP at Black Hills State University has developed strategies to gather multiple measures of Completer Impact on P-12 Learning and Development. SD law prohibits sharing evaluation data of P-12 students and teachers obtained in schools and districts that is disaggregated further than school level. Therefore, it was necessary for the EPP to create a unique process for data collection. 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. Indirect measures include employer, graduate, alumni surveys, and advisory committee recommendations.

Completer's Impact on P-12 Learning

STARS: Student/Teacher Accountability and Reporting System			
2023-2024 Academic Year	English Language Arts		
	State	District 1	District 2
% of Students Demonstrating Proficiency	51	46	55
% Elementary Only: K-5		38	56
% of Students Demonstrating Growth	54	66	57
% of Students Demonstrating Growth Elementary Only: K-5	50	43	64

STARS: Student/Teacher Accountability and Reporting System			
2023-2024 Academic Year	Math		
	State	District 1	District 2
% of Students Demonstrating Proficiency	44	37	50
% Elementary Only: K-5		45	57

% of Students Demonstrating Growth	50	94	57
% of Students Demonstrating Growth Elementary Only: K-5	50	52	59

STARS: Student/Teacher Accountability and Reporting System			
2023-2024 Academic Year	Science		
	State	District 1	District 2
% of Students Demonstrating Proficiency	43	44	45
% Elementary Only: identification		data not reported to prevent student identification	
% of Students Demonstrating Growth	New reporting; baseline being determined		
% of Students Demonstrating Growth Elementary Only: K-5			

Student/Teacher Accountability and Reporting System
College and Career Readiness 2023-2024 Academic Years: Range for Percentage of Students Achieving the Benchmark

2023-2024 ACT Average	21	21	22
Coursework	72	71	71
Assessment	58	84	69
College and Career	54	75	60

Assessment Readiness for College or Career	Coursework Readiness for College or Career
• **College English Readiness- meet 1 of 3 options:** 1. State Assessment-ELA (Level 3 or 4) 2. ACT English (sub-score 18) 3. Accuplacer- NextGen Writing (score263+) • **College Math Readiness- meet 1 of 3 options:** 1. State Assessment-Math (Level 3 or 4) 2. ACT Math (sub-score 20) 3. Accuplacer- NextGen-Quantitative Reasoning, Algebra & Statistics (score 255-300)	• **High School Graduation Advanced Endorsement** ✓ Earn 1 or more endorsements
• **Career English and Math Readiness- earn silver or higher** ✓ National Career Readiness Certificate	

Employer Survey – Professional Teacher Preparation Program

The Employer and Alumni Survey Questions delve into employer determination of the completer's a) Planning and Preparation, b) Classroom Environment, c) Instruction, and d) Professional Responsibilities. The instrument is aligned with InTASC Standards and the Danielson Framework. https://danielsongroup.org/framework/ ; https://ccsso.org/taxonomy/term/208 Questions are mirrored, yet tailored to the specific respondent, to evaluation of growth and research into employer, alumni, and completer (at graduation) data.

Teacher grade/content you are rating:
Indicate to what degree you believe BHSU has prepared you to do the following, with 1 lowest, 5 highest, and NA to indicate not applicable. We will also appreciate your comments.

RATING SCALE

InTASC		**The BHSU prepared teacher under my supervision…**					
1	1	effectively teaches developmentally appropriate breadth and depth of content.	1	2	3	4	NC
2, 7, 8	2	designs learning experiences that promote P-12 learning.	1	2	3	4	NC
7, 8	3	uses pedagogical research to create meaningful learning experiences.	1	2	3	4	NC
2, 3, 7,	4	demonstrates respect for diversity of P-12 students.	1	2	3	4	NC
6, 7, 8	5	creates instructional activities responsive to diversity of P-12 students.	1	2	3	4	NC
8	6	uses a variety of instructional strategies to promote learning in each domain, cognitive, affective, and psychomotor.	1	2	3	4	NC
6, 8	7	integrates P-12 student use of technology to enhance learning.	1	2	3	4	NC
2, 3	8	establishes a safe environment.	1	2	3	4	NC
2, 3, 9	9	creates an environment that encourages learning.	1	2	3	4	NC
2, 3, 5, 8	10	effectively incorporates a variety of communication modes (e.g. verbal, nonverbal, media) to enhance P-12 learning.	1	2	3	4	NC
2, 4, 6, 7, 9	11	plans effective lessons based on national or state standards.	1	2	3	4	NC
6	12	uses a variety of assessment methods to promote best educational practices.	1	2	3	4	NC
2, 6, 7	13	Uses results of assessments to inform future lessons.					
9	14	reflects on instruction to improve future teaching.	1	2	3	4	NC
9, 10	15	seeks opportunities for professional growth and development.	1	2	3	4	NC
9, 10	16	interacts positively with parents/guardians, colleagues, and the community.	1	2	3	4	NC
9	17	demonstrates awareness of legal and ethical responsibilities of a professional educator.	1	2	3	4	NC

Employer Survey: 1-3 years in-service EPP completers with a desired Target of ≥ 3 3-year rotation will be changed to 2-year rotation								
Item	Year	Returned/ sent	% returned*	1	2	3	4	NC
1	2024+	4/31	13			1	3	
	2021	15/25	60			2	13	
	2018	12/22	55			1	11	
2	2024+	4/31	13			1	3	
	2021	15/25	60				15	
	2018	12/22	55				12	
3	2024+	4/31	13			1	3	
	2021	15/25	60			1	14	
	2018	12/22	55			1	11	
4	2024+	4/31	13			1	3	
	2021	15/25	60				15	
	2018	12/22	55				12	
5	2024+	4/31	13			1	3	
	2021	15/25	60			1	14	
	2018	12/22	55				12	
6	2024+	4/31	13			2	2	
	2021	15/25	60				15	
	2018	12/22	55				12	
7	2024+	4/31	13			1	3	
	2021	15/25	60				15	
	2018	12/22	55			1	11	
8	2024+	4/31	13			1	3	
	2021	15/25	60			1	14	
	2018	12/22	55				12	
9	2024+	4/31	13			1	3	
	2021	15/25	60				15	
	2018	12/22	55				12	
10	2024+	4/31	13			1	3	
	2021	15/25	60			1	14	
	2018	12/22	55				12	
11	2024+	4/31	13				4	
	2021	15/25	60				15	
	2018	12/22	55				12	
12	2024+	4/31	13				4	
	2021	15/25	60				15	
	2018	12/22	55				12	
13	2024+	4/31	13			1	3	
	2021	15/25	60				15	
	2018	12/22	55				12	
14	2024+	4/31	13			1	3	
	2021	15/25	60			1	14	
	2018	12/22	55			1	11	
15	2024+	4/31	13			1	3	
	2021	15/25	60				15	
	2018	12/22	55				12	

16	2024+	4/31		13			2	2	
	2021	15/25		60			2	13	
	2018	12/22		55				11	1
		31	468	1					
		6%	94%	<.2%					

+ methodology change to targeting 1 or 2 completers per respondent; prior respondents had up to 6 completers to rate which led to either incomplete responses (only responding to the first names listed) or no responses.
* % return rate is recognized acceptable for interpretation; the EPP recognizes inherent bias as the respondents personally know faculty, often work with, or have prior positive experiences with completers from the EPP
**3-year response cycle was implemented at the request of prior respondents who reported survey fatigue with annual expectation

Number of Employees rated for content preparation	Teaching only certified content area	Teaching both in and out of certified content	Not certified for for any content assigned	1 certified Content area	>1 certified content area; teaching in 1	>1 certified content area; teaching in > 1	K-12 teaching across all grades	K-12 teaching specific grade clusters	K-12 PE w/APE teaching ≥ 1 stand-alone APE
EARLY LEARNING									
Early childhoc special education (birth-grade 3				2					
ELED (K-8)				5	9	1			
K-12									
Art									
Music									
Physical Education								3	1
Special Education							3	3	
SECONDARY (5-12)									
Biology				1					
English				1					
History									
Language Ar Composite									
Math						1			
Math-Scienc Composite						1			
Science Education Composite									
Social Scienc Composite									

Alumni Survey

BHSU College of Education alumni survey assists the COE in assessing our programs and offering valuable insights for ongoing enhancement.

BLACK HILLS STATE UNIVERSITY

Alumni -Completer Feedback for the BHSU School of Education Teacher Education Program

Please reflect on the BHSU School of Education program you completed when responding to the survey. Indicate your agreement with each of the following statements. We ask that you redact or not include any personally identifying information on this survey. The information is used to guide BHSU School of Education program revisions needed and strengths to retain to enable continuous improvement.

Area(s) of certification you earned at the time of graduation/program completion: _____
Grade level or grade-span you teach: _____
Subject(s) you teach: _____
Types of diversity taught daily in this classroom: _____

Select the response number that most accurately corresponds to your self-evaluation. Please note level of agreement improves from 1 – 4, or indicate nc as appropriate.

1= no agreement; 2 = generally disagree; 3 = generally agree; 4 = fully agree; NC = no comment or not applicable

InTASC		**If I was a supervisor evaluating myself, I would determine that (your name)**					
1	1	effectively teaches developmentally appropriate breadth and depth of content.	1	2	3	4	NC
2, 7, 8	2	designs learning experiences that promote P-12 learning.	1	2	3	4	NC
7, 8	3	uses pedagogical research to create meaningful learning experiences.	1	2	3	4	NC
2, 3, 7,	4	demonstrates respect for diversity of P-12 students.	1	2	3	4	NC
6, 7, 8	5	creates instructional activities responsive to diversity of P-12 students.	1	2	3	4	NC
8	6	uses a variety of instructional strategies to promote learning in each domain, cognitive, affective, and psychomotor.	1	2	3	4	NC
6, 8	7	integrates P-12 student use of technology to enhance learning.	1	2	3	4	NC
2, 3	8	establishes a safe environment.	1	2	3	4	NC
2, 3, 9	9	creates an environment that encourages learning.	1	2	3	4	NC
2, 3, 5, 8	10	effectively incorporates a variety of communication modes (e.g. verbal, nonverbal, media) to enhance P-12 learning.	1	2	3	4	NC
2, 4, 6, 7, 9	11	plans effective lessons based on national or state standards.	1	2	3	4	NC
6	12	uses a variety of assessment methods to promote best educational practices.	1	2	3	4	NC
2, 6, 7	13	Uses results of assessments to inform future lessons.					
9	14	reflects on instruction to improve future teaching.	1	2	3	4	NC
9, 10	15	seeks opportunities for professional growth and development.	1	2	3	4	NC
9, 10	16	interacts positively with parents/guardians, colleagues, and the community.	1	2	3	4	NC
9	17	demonstrates awareness of legal and ethical responsibilities of a professional educator.	1	2	3	4	NC

Alumni Survey: Administered on a 2 or 3-year rotating schedule (changed to 2 years after 2022 administration); participant details below response table

Item	Year	Returned/ sent	% returned*	1 No Agreement	2 Generally Disagree	3 Generally Agree	4 Fully Agree	NC No Comment/Not Applicable
1	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%			1	1	
	2023	2/8	25%			2		
	2024	3/8	37.5%			2	1	
2	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%			1	1	
	2023	2/8	25%		1		1	
	2024	3/8	37.5%			1	2	

3	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%			1	1	
	2023	2/8	25%			2		
	2024	3/8	37.5%			3		
4	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%			1	1	
	2023	2/8	25%				2	
	2024	3/8	37.5%			1	2	
5	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%			1	1	
	2023	2/8	25%		1		1	
	2024	3/8	37.5%			2	1	
6	2020	0%	0%					
	2021	0%	0%					
	2022	25%	25%				2	
	2023	25%	25%		1		1	
	2024	3/8	37.5%		1	1	1	
7	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%		1		1	
	2023	2/8	25%				2	
	2024	3/8	37.5%			2	1	
8	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%				2	
	2023	2/8	25%				2	
	2024	3/8	37.5%			1	2	
9	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%			1	1	
	2023	2/8	25%			1	1	
	2024	3/8	37.5%			1	2	
10	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%			1	1	
	2023	2/8	25%			1	1	
	2024	3/8	37.5%			1	2	
11	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%			1		1
	2023	2/8	25%			2		
	2024	3/8	37.5%				3	
12	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%			2		
	2023	2/8	25%			2		
	2024	3/8	37.5%			1	2	
13	2020	0/8	0%					
	2021	0/10	0%					

	2022	2/8	25%			2		
	2023	2/8	25%			2		
	2024	3/8	37.5%			1	2	
14	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%				2	
	2023	2/8	25%			1	1	
	2024	3/8	37.5%				3	
15	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%			2		
	2023	2/8	25%		1		1	
	2024	3/8	37.5%			1	2	
16	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%				2	
	2023	2/8	25%				1	1
	2024	3/8	37.5%			3		
17	2020	0/8	0%					
	2021	0/10	0%					
	2022	2/8	25%				2	
	2023	2/8	25%			1	1	
	2024	3/8	37.5%			1	2	
			Total %	No Agreement	Generally Disagree	Generally Agree	Fully agree	No Comment/Not Applicable
				0%	5.88%	42.01%	51.26%	1.96%

Teacher Education Advisory Council Agenda/Summary

The Teacher Education Advisory Council, TEAC, is an important partner group that provides our EPP with insight, advice, and awareness. The TEAC is comprised of school personnel including administrators, human resources, counselors, education-related entities such as TIE-SD. The council annually reviews EPP data, processes, and policy from admission to graduation.

BHSU SCHOOL OF EDUCATION ADVISORY COUNCIL AGENDA
Date: November 1, 2023
Time: 11:30 am – 1:30 pm

Facilitator: Dr. Faye LaDuke-Pelster, Chair SOE
Board members:
Jay Beagle, Lead/Deadwood (Principal)
Kirk Easton, Spearfish School District (Superintendent)
Dr. Julie Hatling, Belle Fourche School District (Principal)
Tonya Mullaney, Meade Co. School District (SPED teacher)
Pete Wilson, Meade Co. School District (Principal)
Don Lyon, Spearfish School District (Principal)
Dr. David Olson, Meade Co. School District (Principal)
Dr. Joe Hauge, Black Hills Special Services (Director)
Dr. Ryan Young, TIE
Bethany Keeney, RCAS (Principal)
Dr. Kyle Laughlin, TIE

- Welcome & Introductions
- Updates from the School of Education
- Updates from the Field Experience Office
- Lunch
- Stakeholder Input – Strengths and Areas for Consideration
- Summer Development Opportunities for Teachers

Minutes/Feedback from Advisory Council Members:

• Send SoE to high schools to recruit for the profession.
• RCAS Pathways – we have a SoE representative – Dr. Johanna Sailor
• Suggestion to ask ourselves, “What sets us apart?”
• CTE certificate/endorsement?
• Do we have data on education majors who don’t end up finishing?
• Discussion was held regarding student teacher permits.
• Jay Beagle mentioned the value of SD DOE IEP workshops.
• Suggestions were made to enhance preparation of teachers specific to behavior issues.
• Suggestion was made to split up topics covered in ELED 408 and SEED 408.
• A suggestion was made to have a panel of teachers discuss classroom management.
• SoE Department Chair shared possible topics for summer workshops based on previous feedback from council members and clinical educators.
    o AI Behavior Management
    o Teacher Wellness
    o CE Training
• Discussion was held regarding more regular training opportunities for clinical educators

Black Hills State University
School of Education: Field Experiences Governance Committee
Wednesday, November 29, 2023 @ 4:00 p.m. – Jonas Hall Rm 204

Agenda (Notes from the meeting are in red)

Welcome, Introductions, and Thank You

Members (highlighted members present)

Benvenga, Jim	Benvengaj@crook1.com	Special Education Teacher, Sundance
Derby, Breon	Breon.Derby@bhsu.edu	BHSU Physical Education Faculty
Hatch, Kellie	Kellie.Hatch@bhsu.edu	BHSU, Office of Field Experiences
Fleury, Mary Anne	Mary.fleury@bhsu.edu	BHSU Assistant Professor, Special Education
Hayworth, Nicole	Nicole.hayworth@k12.sd.us	Teacher, Belle Fourche Elementary
Johnson, Beth	Beth.johnson@k12.sd.us	Stagebarn Middle School, IT
Kesling, Jami	Jami.kesling@bhsu.edu	BHSU, Director of Field Experiences
Morgan, Camille	Camille.morgan@k12.sd.us	Rapid City Human Resources
McBurnett, Jennifer	Jmcburne@spearfish.k12.sd.us	Teacher, Spearfish Mt. View Elementary
Louks, Penny	Penny.Louks@k12.sd.us	Teacher, Belle Fourche Middle School
Olson, Dan	Dolson@spearfish.k12.sd.us	Principal, Creekside Elem, Spearfish
Olson, David	David.olson@k12.sd.us	Principal, Stagebarn Middle School
Wientjes, Remi	Rwientje@sperfish.k12.sd.us	Teacher, Creekside Elem, Spearfish

Purpose, as per the School 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:

- Spring 2023 Placements Statistics & Majors
- Fall 2023 Projected Placement Statistics & Majors
- Spring 2024 Projected Placement Statistics & Majors

Old Business

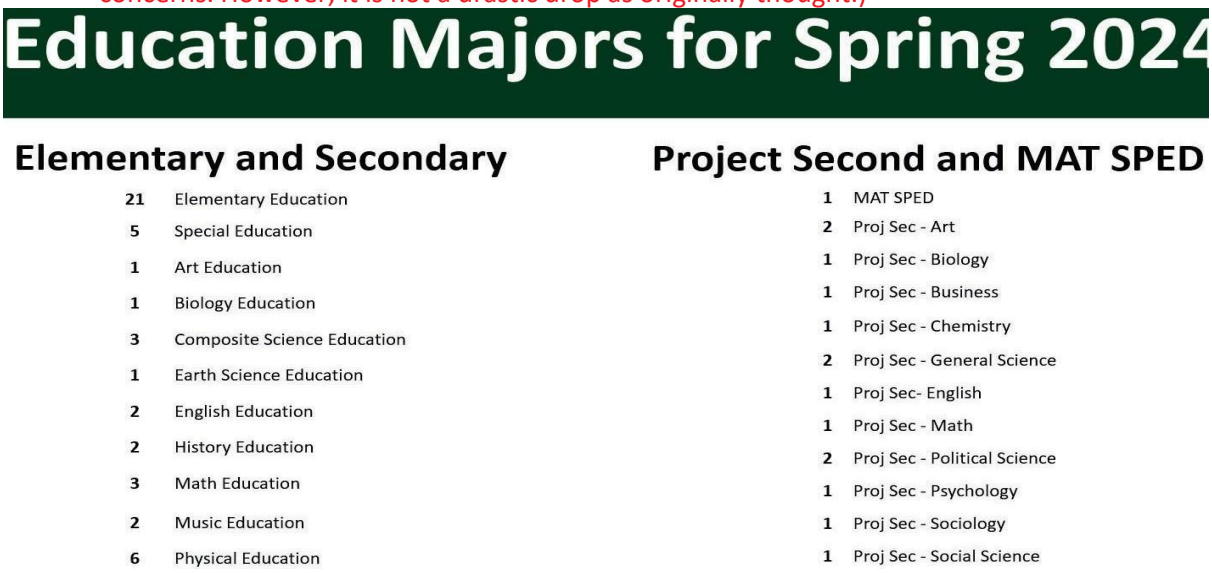
- Explanation of field placements handout was shared with the committee.
- Semester Strengths- The partnering schools are making a tremendous effort to help get our students placed for field experiences. University Supervisors have been helpful to the clinical educators. The BHSU students come prepared and seem to have a desire to be in the classroom.
- Semester Weaknesses- The length of time the background checks take continues to be a concern. Students (few) are coming to observations late or not showing up. A discussion was also held that students in ELED 495 should be able to have the opportunity to substitute teach (and be paid) in the classrooms. The concerns would be that all students may not be ready for subbing and that it may not be in the student's best interest. The concern of not knowing (and

how to accommodate) if a university student is on an IEP was also discussed.

- *Summer Course Being Offered for Teachers --- course for clinical educators (dates coming soon)*
- Spring 2023 Job Fair --- March 2, 2023, from 9:00 a.m. to 12:00 p.m. at the Young Center--- *Principals needed for the principal's panel.*

New Business

- Spring 2024 data outlook for education majors (discussed data below and the enrollment concerns. However, it is not a drastic drop as originally thought.)



- Student teaching permit data and feedback

Fall 2023- A total of 6 students applied for a student teaching permit. Two of the six applied for the advanced student teaching permit and were also teachers of record.

Spring 2024- A total of 16 students applied for the student teaching permit. No students applied for the advanced student teaching permit.

We have had positive experiences with the student teaching permits and students and stakeholders have worked together to ensure that students have proper mentors and feedback. Dan Olson stated that they have had positive experiences with their student teacher who has a student teaching permit. It was noted that the close communications with all stakeholders have helped the student teacher permit students see successes in their internships.

- Data Assessment Manager and Placement Coordinator—upcoming new position in field office- The field office is excited about this opportunity and hope that the placements will be able to be completed in a more efficient and tailored manner for the students and partners.

- Quarterly newsletters to stakeholders- The newsletters from the field office are an attempt to help keep stakeholders up to date with BHSU field experience and campus happenings. The committee thought this would also be helpful information.
- *Summer Course Being Offered for Teachers* --- ideas---The committee is going to reach out to school staff for ideas of interest for courses to be offered.
- Spring 2024 Job Fair --- Thursday, February 29, from 9:00 a.m. to 12:00 p.m. at the Young Center---*Principals needed for the principal's panel.* —Committee members are going to reach out to school staff about possible panel members.
- Semester Strengths: Background check process has gone much quicker this semester. Quality student teachers in the classroom, Sydney's class being brought into the schools for lessons and observations-it's great to have the BHSU students in real classroom settings with real-time observations.
- Semester Weaknesses: The need for more equally distributed student teachers in the middle school area. The clinical educators also expressed concern for more explanation on the Project SECOND program as the internships are different than the elementary and SEED internships. Attendance/communication issues with the EDFN 295 students. Jennifer suggested that a "tip" sheet be made by clinical educators that Jami (and CE's during) can share with students during orientations and classroom visits. The committee felt that this would be effective as it is information that is coming directly from the clinical educators. In addition, if there are specific IEP needs for the students the clinical educators would like to know accommodations to help the interns be more successful.

Next Meeting Date:

Wednesday, April 17, 2024

Time and Place: 4:00 p.m. at Black Hills State University Jonas Hall Rm 204

Black Hills State University
School of Education: Field Experiences Governance Committee
Wednesday, April 17, 2024 @ 4:00 p.m. – Jonas Hall Rm 204

Agenda

- Welcome
- Introductions
- Reports
- Old Business
- New Business
- Closing Remarks

Members (highlighted members present)

Benvenga, Jim	Benvengaj@crook1.com	Special Education Teacher, Sundance
Biggs, Leon	Leon.Biggs@bhsu.edu	Data/Assess. Manager &Placement Coordinator
Derby, Breon	Breon.Derby@bhsu.edu	BHSU Physical Education Faculty
Hatch, Kellie	Kellie.Hatch@bhsu.edu	BHSU, Office of Field Experiences
Fleury, Mary Anne	Mary.fleury@bhsu.edu	BHSU Assistant Professor, Special Education
Hayworth, Nicole	Nicole.hayworth@k12.sd.us	Teacher, Belle Fourche Elementary
Johnson, Beth	Beth.johnson@k12.sd.us	Stagebarn Middle School, IT
Kesling, Jami	Jami.kesling@bhsu.edu	BHSU, Director of Field Experiences
Morgan, Camille	Camille.morgan@k12.sd.us	Rapid City Human Resources
McBurnett, Jennifer	Jmcburne@spearfish.k12.sd.us	Teacher, Spearfish Mt. View Elementary
Louks, Penny	Penny.Louks@k12.sd.us	Teacher, Belle Fourche Middle School
Olson, Dan	Dolson@spearfish.k12.sd.us	Principal, Creekside Elem, Spearfish
Olson, David	David.olson@k12.sd.us	Principal, Stagebarn Middle School
Wientjes, Remi	Rwientje@sperfish.k12.sd.us	Teacher, Creekside Elem, Spearfish

Purpose, as per the School 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:

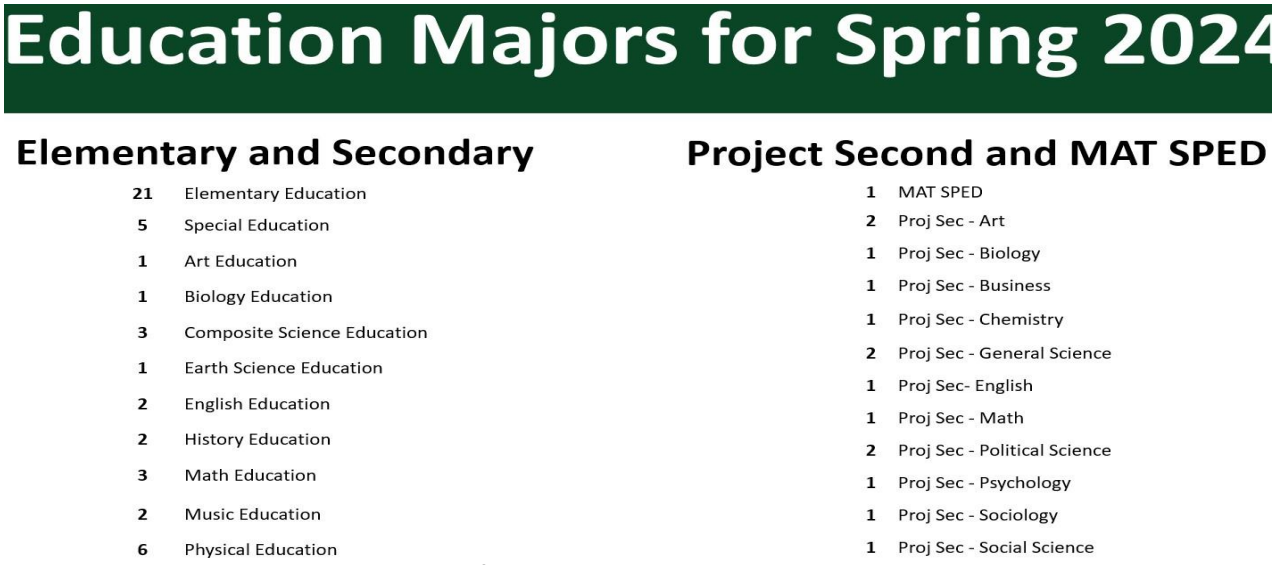
1. Meeting twice a year, in the fall and spring.
2. Making recommendations regarding governance and policy of field experiences.
3. Designing, implementing, and evaluating field experiences and clinical practices in collaboration with school partners.
4. Ensuring that candidate experiences include working 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 2023 and Spring 2024 Statistics
- Spring 2024 Majors and Statistics
- Fall 2024 Projected Majors

Old Business

- Spring 2024 data outlook for education majors (discussed data below and the enrollment concerns. However, it is not a drastic drop as originally thought.)



Education Majors for Spring 2024

Elementary and Secondary

21	Elementary Education
5	Special Education
1	Art Education
1	Biology Education
3	Composite Science Education
1	Earth Science Education
2	English Education
2	History Education
3	Math Education
2	Music Education
6	Physical Education

Project Second and MAT SPED

1	MAT SPED
2	Proj Sec - Art
1	Proj Sec - Biology
1	Proj Sec - Business
1	Proj Sec - Chemistry
2	Proj Sec - General Science
1	Proj Sec- English
1	Proj Sec - Math
2	Proj Sec - Political Science
1	Proj Sec - Psychology
1	Proj Sec - Sociology
1	Proj Sec - Social Science

- Student teaching permit data and feedback

Fall 2023- A total of 8 students applied for a student teaching permit. Two of the six applied for the advanced student teaching permit and were also teachers of record.

Spring 2024- A total of 13 students applied for the student teaching permit. No students applied for the advanced student teaching permit.

We have had positive experiences with the student teaching permits and students and stakeholders have worked together to ensure that students have proper mentors and feedback. Dan Olson stated that they have had positive experiences with their student teacher who has a student teaching permit. It was noted that the close communications with all stakeholders have helped the student teacher permit students see successes in their internships.

- Data Assessment Manager and Placement Coordinator—upcoming new position in field office- The field office is excited about this opportunity and hope that the placements will be able to be completed in a more efficient and tailored manner for the students and partners.

- Quarterly newsletters to stakeholders- The newsletters from the field office are an attempt to help keep stakeholders up to date with BHSU field experience and campus happenings. The committee thought this would also be helpful information.
- *Summer Course Being Offered for Teachers* --- ideas---The committee is going to reach out to school staff for ideas of interest for courses to be offered.
- Spring 2024 Job Fair --- Thursday, February 29, from 9:00 a.m. to 12:00 p.m. at the Young Center---*Principals needed for the principal's panel.* —Committee members are going to reach out to school staff about possible panel members.
- Semester Strengths: Background check process has gone much quicker this semester. Quality student teachers in the classroom, Sydney's class being brought into the schools for lessons and observations-it's great to have the BHSU students in real classroom settings with real-time observations.
- Semester Weaknesses: The need for more equally distributed student teachers in the middle school area. The clinical educators also expressed concern for more explanation on the Project SECOND program as the internships are different than the elementary and SEED internships. Attendance/communication issues with the EDFN 295 students. Jennifer suggested that a "tip" sheet be made by clinical educators that Jami (and CE's during) can share with students during orientations and classroom visits. The committee felt that this would be effective as it is information that is coming directly from the clinical educators. In addition, if there are specific IEP needs for the students the clinical educators would like to know accommodations to help the interns be more successful.

New 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 Manuel– 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 are able will attend the meeting in-person. All members agreed that meeting face to face is more productive than a Zoom meeting.

Closing Remarks:

For more variety we will try to rotate meeting places at different schools for the 2024-2025 meetings. Stagebarn School in Piedmont offered to tentatively host the Fall 2024 field governance meeting.

Next Meeting Date:

- Wednesday, November 20, 2024, at 4:00 p.m. - Stagebarn School in Piedmont, SD.

Impact Measures 3 & 4 Detailed

How Praxis Content Data Provides Evidence for Meeting Standards

Praxis is a proprietary assessment required by the state Department of Education for licensure and BHSU/BOR prior to clinical internship.

The EPP requires candidates PASS prior to Clinical Internship so by default a 100% pass rate for completers. Overall 96.84% pass rate for first time test-takers.

ETS Test Takers N=95
Reporting to BHSU N=95
Not reporting to BHSU N=0
Students not passing N=3

Advanced Program MEd – Praxis data from 2022, 2023, 2024-Reading Praxis 5302
Students who completed and reported passing scores are eligible for SDDOE Reading Endorsement

ETS Test Takers N=23
Reporting to BHSU N=23
Not reporting to BHSU N=0
Students not passing N=0

How PPAT in Totum Provides Evidence for Meeting 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 (and many others), InTASC certainly 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.

Alignment of PPAT Task Requirements with Discipline Standards		
PPAT task	Number of indicators	Indicators
Task 2	11	1(a), 2(b), 2(f), 6(b), 6(c), 6(d), 6(g), 6(h), 7(d), 8(b), 9(c)
Task 3	22	1(a), 1(b), 2(a), 2(b), 2(c), 2(f), 3(e), 4(e), 4(f), 4(g), 6(a), 6(c), 6(d), 6(g), 7(a), 7(b), 7(c), 7(d), 7(f), 8(a), 8(b), 9(c)
Task 4	27	1(a), 1(b), 2(a), 2(b), 2(c), 3(d), 3(f), 4(c), 4(d), 4(f), 4(h), 5(h), 6(a), 6(b), 6(c), 6(g), 7(a), 7(b), 7(c), 7(d), 7(f), 8(a), 8(b), 8(f), 8(h), 8(i), 9(c)

Overall	33	1(a), 1(b), 2(a), 2(b), 2(c), 2(f), 3(d), 3(e), 3(f), 4(c), 4(d), 4(e), 4(f), 4(g), 4(h), 5(h), 6(a), 6(b), 6(c), 6(d), 6(g), 6(h), 7(a), 7(b), 7(c), 7(d), 7(f), 8(a), 8(b), 8(f), 8(h), 8(i), 9(c)

Research of validity for PPAT –InTASC alignment is found at https://www.ets.org/s/ppa/pdf/RM-15-10.pdf

PPAT Task 2 InTASC 2 b & f			**4**	**3.5**	**3**	**2.5**	**2**	**1.5**	**1**	**0.5**	**0**
Fall 2023	Task 2 Step 1	26 Reporting (100%)	3.84%	0.0%	88.46%	3.84%	3.84%	0.0%	0.0%	0.0%	0.0%
	Task 2 Step 2	26 Reporting (100%)	7.69%	0.0%	73.07%	3.84%	15.38%	0.0%	0.0%	0.0%	0.0%
	Task 2 Step 3	26 Reporting (100%)	7.69%	0.0%	80.76%	3.84%	7.69%	0.0%	0.0%	0.0%	0.0%
Spring 2024	Task 2 Step 1	44 Reporting (100%)	2.27%	0.0%	88.63%	0.0%	9.09%	0.0%	0.0%	0.0%	0.0%
	Task 2 Step 2	44 Reporting (100%)	4.54%	0.0%	79.54%	0.0%	15.9%	0.0%	0.0%	0.0%	0.0%
	Task 2 Step 3	44 Reporting (100%)	2.27%	0.0%	77.27%	0.0%	20.45%	0.0%	0.0%	0.0%	0.0%
		AVG %	4.72%	0.0%	81.29%	1.92%	12.06%	0.0%	0.0%	0.0%	0.0%

PPAT Task 3 InTASC 2 a, b, c, f			4	3.5	3	2.5	2	1.5	1	0.5	0
Fall 2023	Task 3 Step 1	26 Reporting (100%)	0.0%	0.0%	84.61%	11.53%	3.84%	0.0%	0.0%	0.0%	0.0%
	Task 3 Step 2	26 Reporting (100%)	3.84%	0.0%	76.92%	19.23%	0.0%	0.0%	0.0%	0.0%	0.0%
	Task 3 Step 3	26 Reporting (100%)	3.84%	0.0%	76.92%	11.53%	3.84%	0.0%	0.0%	0.0%	3.84%
	Task 3 Step 4	26 Reporting (100%)	11.53%	0.0%	65.38%	11.53%	7.69%	3.84%	0.0%	0.0%	0.0%
Spring 2024	Task 3 Step 1	44 Reporting (100%)	0.0%	0.0%	81.82%	4.54%	13.63%	0.0%	0.0%	0.0%	0.0%
	Task 3 Step 2	44 Reporting (100%)	0.0%	0.0%	84.09%	2.27%	13.63%	0.0%	0.0%	0.0%	0.0%
	Task 3 Step 3	44 Reporting (100%)	4.54%	0.0%	79.54%	0.0%	9.21%	0.0%	0.0%	0.0%	0.0%
	Task 3 Step 4	44 Reporting (100%)	4.54%	0.0%	70.45%	0.0%	22.72%	0.0%	2.27%	0.0%	0.0%
		AVG %	3.54%	0.0%	77.47%	7.86%	9.32%	.48%	.28%	0.0%	.48%
PPAT Task 4 InTASC 2 a, b, c, f			**4**	**3.5**	**3**	**2.5**	**2**	**1.5**	**1**	**0.5**	**0**
Fall 2023	Task 4 Step 1	26 Reporting (100%)	7.89%	0.0%	76.92%	3.84%	3.84%	0.0%	0.0%	0.0%	7.89%
	Task 4 Step 2	26 Reporting (100%)	0.0%	0.0%	73.07%	7.89%	7.89%	0.0%	0.0%	0.0%	11.53%
	Task 4 Step 3	26 Reporting (100%)	3.85%	0.0%	73.07%	0.0%	3.84%	3.84%	0.0%	0.0%	15.38%
	Task 4 Step 4	26 Reporting (100%)	7.89%	0.0%	73.07%	7.89%	3.84%	0.0%	0.0%	0.0%	7.89%
Spring 2024	Task 4 Step 1	44 Reporting (100%)	0.0%	0.0%	88.63%	9.09%	2.27%	0.0%	0.0%	0.0%	0.0%
	Task 4 Step 2	44 Reporting (100%)	0.0%	0.0%	84.09%	9.09%	6.82%	0.0%	0.0%	0.0%	0.0%
	Task 4 Step 3	44 Reporting (100%)	0.0%	0.0%	79.54%	6.81%	11.36%	0.0%	0.0%	0.0%	2.27%
	Task 4 Step 4	44 Reporting (100%)	2.27%	0.0%	90.90%	0.0%	6.82%	0.0%	0.0%	0.0%	0.0%
		AVG %	2.73%	0.0%	79.91%	5.57%	5.83%	0.49%	0.0%	0.0%	5.62%

For the advanced program, a master's degree in reading, the surveys are in development and the plan for completion is included below. CAEP Advanced Review approved.

Praxis Data – 2022, 2023, and 2024

Sep2021-Aug2022

Summary Report TEST 5302 Institutional, State, and Nationwide Data

South Dakota Cut Score 165

	Total Test Takers	Median	Mean	Standard Deviation	Average Performance Range
Nation	1145	170	169.70	10.01	163-177
State	18	170	169.06	7.03	164-175
Institution	13	170	170.15	6.31	167-175

Source: ETS

Sep2022-Aug2023

Summary Report TEST 5302 Institutional, State, and Nationwide Data
South Dakota Cut Score 165

Institution	Total Test Takers	Median	Mean	Standard Deviation	Average Performance Range
Nation	1389	171	170.14	10.55	165-178
State	12	166	167.33	6.51	162-173
Institution	6	164.50	166.17	7.51	165-178

Source: ETS

Sep2023-Aug2024

Summary Report TEST 5302 Institutional, State, and Nationwide Data
South Dakota Cut Score 165

Institution	Total Test Takers	Median	Mean	Standard Deviation	Average Performance Range
Nation	1389	171	170.14	10.55	165-178
State	12	166	167.33	6.51	162-173
Institution	4	172.50	173	5.87	166-181

How Clinical Internship Data Provides Evidence for Meeting Standards

The student teaching experience is the clinical practice that occurs just before completion of all 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 performance indicator on the rubric is evaluated by circling O for *outstanding performance*, P for *proficient*, U for *unsatisfactory*, or NA for *not applicable*. The "not applicable" rating may be used only by university supervisors, since clinical faculty have many ongoing opportunities to observe performance on all indicators. 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). Detail of the InTASC Standards may be found at:

https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

2023-2024 Final Appraisal Data Aggregate Clinical Educator and University Supervisor	
n= 109	**% Distinguished or Proficient by CE or US**
inTASC1a	**91**
inTASC1b	**95**
inTASC2	**94**
inTASC3a	**85**
inTASC3b	**95**
inTASC3c	**85**
inTASC4	**93**
inTASC5a	**92**
inTASC5b	**94**
inTASC6a	**94**
inTASC6b	**94**
inTASC7a	**91**
inTASC7b	**93**
inTASC7c	**90**
inTASC8a	**94**
inTASC8b	**91**
inTASC8c	**93**
inTASC9a	**93**
inTASC9b	**99**
inTASC10a	**93**
inTASC10b	**87**

EPP minimum acceptable rate 80%

Number of students with Basic		
0	81	(85.26%)
1 to 3	6	(6.31%)
4 to 6	5	(5.26%)
≥ 7	3	(3.15%)

How Professional Dispositions Data Provides Evidence for Meeting Standards

The Professional Disposition Assessment (PDA) demonstrates candidate mastery of professionalism and dispositions essential for an effective teacher. The PDA dispositions echo the BHSU mission of Competent, Confident, and Caring Professionals and includes the South Dakota Code of Ethics for Teachers. The assessment aligns directly with InTASC Standard content related to confident and caring as well as professional development and 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 education program tracks the development of professionalism formally with the PDA at each of the three transition points explained in the program overview. Additionally, the PDA may be used by any faculty university-wide, at any time, to document TC behavior that warrants review. This helps ensure that there is growth and development of professionalism rather than a one-shot measure.

% of Consistently	% of Most of the Time	% of Occasionally % of Rarely % of Never	% of Not Observed	Dispositional Behavior
				Professional Conduct (SD Code of Ethics for Teachers)
100%	**0%**	**0%**	**0%**	1. is present, punctual, and prepared for class (InTASC 2)
55.4%	**39.7%**	**4.9%**	**0%**	2. completes assigned tasks that demonstrate high personal standards and best effort (InTASC2)
53.9%	**30.4%**	**2.7%**	**13%**	3. models professional attire and personal hygiene (InTASC 2)
59.3%	**38.4%**	**2.1%**	**0%**	4. models educated language and behavior (InTASC 5)
55.4%	**40.1%**	**3.9%**	**0.6%**	5. recognizes her/his professional responsibility by being actively engaged in class (InTASC 9)
63.6%	**033.5%**	**2%**	**1%**	6. complies with university/SOE/school building/district policies and/or procedures (InTASC 9)
% of Consistently	**% of Most of the Time**	**% of Occasionally % of Rarely % of Never**	**% of Not Observed**	**Dispositional Behavior**
64.3%	**26.6%**	**0.6%**	**8.5%**	7. maintains professional relationships with students (InTASC 9)
67.1%	**28.3%**	**0.6%**	**4.1%**	8. maintains confidentiality of professional information acquired about students, peers, and

				professional members of the university & P-12 schools (InTASC 9)
				Competent Professionals
45.5%	**51.4%**	**2.3%**	**0.8%**	1. knows subject matter is not a fixed body of facts but is continuously evolving (InTASC 4)
37.2%	**53.1%**	**3.1%**	**6.6%**	2. fosters the development of the P-12 learners' critical thinking, creativity, and collaborative problem solving across disciplines (InTASC 5)
30.4%	**56.8%**	**7%**	**5.8%**	3. effectively differentiates instruction (InTASC 1)
34.9%	**57%**	**2.9%**	**5.2%**	4. implements current research-based instruction (InTASC 7)
43.6%	**50.2%**	**3.3%**	**2.9%**	5. engages in progessional discourse about P-12 students' learning of the discipline (InTASC 4)
43.6%	**45.5%**	**3.9%**	**7%**	6. revises plans based on classroom circumstances, student needs, and student ideas (InTASC 7)
% of Consistently	**% of Most of the Time**	**% of Occasionally % of Rarely % of Never**	**% of Not Observed**	**Dispositional Behavior**
				Confident Professionals
63.2%	**29.1%**	**0.8%**	**7%**	1. shows respect for the individual learner and/or diverse talents of all learners (InTASC 2)
45.7%	**44.8%**	**2.3%**	**7.2%**	2. uses students' strengths as a basis for growth and their errors as an opportunity for learning (InTASC 2)
51.9%	**35.9%**	**1.7%**	**10.5%**	3. recognizes the importance of peer relationships in

				establishing a climate of learning (InTASC 3)
45%	**41.9%**	**2.1%**	**11%**	4. values the role of the students in promoting each other's learning (InTASC 3)
36.2%	**49%**	**3.5%**	**11.2%**	5. values and encourages many modes of communication in the classroom (InTASC 8)
60.1%	**38.4%**	**0.8%**	**0.8%**	6. displays a positive, enthusiastic attitude toward the discipline(s) taught (InTASC 3)
35.7%	**52.5%**	**4.5%**	**7.4%**	7. uses individualized evidence to motivate P-12 student learning (InTASC 6)
41.7%	**47.9%**	**3.3%**	**7.2%**	8. seeks opportunities to employ effective instructional strategies to encourage meaningful learning (InTASC 8)
				Caring Professionals
65.3%	**31%**	**0.2%**	**3.5%**	1. appreciates and values human diversity, shows respect for others' varied talents and perspectives (InTASC 1 & 2)
57.9%	**34.9%**	**1.2%**	**6%**	2. persists in helping others achieve success (InTASC 2)
% of Consistently	**% of Most of the Time**	**% of Occasionally % of Rarely % of Never**	**% of Not Observed**	**Dispositional Behavior**
59.5%	**29.1%**	**1.4%**	**10.1%**	3. establishes a positive classroom climate that contributes to student feeling valued and safe (InTASC 3)
51.6%	**39.3%**	**0.8%**	**8.3%**	4. responds to all aspects of a child's well-being (cognitive, emotional, social, and physical) (InTASC 2)
41.9%	**41.7%**	**4.3%**	**12.2%**	5. embraces the challenge of collaborating with

				parents, colleagues, and the extended learning community (InTASC 10)

Report of Completion During 2023-2024 for the Phase-In Plan for Program Preparation Satisfaction Survey Development

Relationship to Standard/Component	
CAEP Standard Component Addressed in Plan	Standard 4: Satisfaction with Preparation *The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.* Standard 2: Clinical Partnerships and Practice; Partnerships for Clinical Preparation A2.1 *Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes.*

Objective	Data regarding the satisfaction of completers, employers, and other program partners or constituents can provide important, highly relevant information for analyzing the outcomes and consequences of program preparation courses and experiences, completer persistence, employment milestones, career orientation and paths of progress that can facilitate program evaluation, planning, and adaptations, adjustments, or revisions. However, current surveys are in need of revision to improve the quality and usefulness of data provided. This plan outlines the process and steps for review and reconstruction of a Program Preparation Satisfaction Survey that can be administered to completers, alumni, employees, and other relevant program partners.
Description of Process for Instrument Design	Administration and Purpose The purpose of this phase-in plan is to align the current instrument with the CAEP Evaluation Framework for EPP-Created Assessments survey specific indicators. The assessment rubric is the basis for the process to ensure that the survey reaches level 3 or above for the administration and purpose, content, and data quality. Within the phase-in plan is the intent to develop methods to ensure a high response rate. Administration of the survey for each group of intended respondents will be annual at exit and on a 3-year rotation for alumni and employers. Content
	The survey requires detailed review and reconstruction to ensure queries and indicators are properly constructed. Alignment with professional standards will also be reviewed and revised. This alignment is important to ensure that rating choices are reflective of observable and measurable performance or behavior directly related to effective work as a reading specialist. Goals for redevelopment of the instrument include clear delineation of alignment with ILA Standards and establishing validity and reliability. Each item of the Education Survey will be mirrored on Employer and Completer Surveys as a method of examining relationships between responses and determining EPP needs for continuous improvement. While questions will be the same, survey instructions and context will be tailored to the audience. Data The survey plan details the use of Lawshe's Content Validity Ratio and methodology to establish instrument validity. Validity of interpretations will be solid since each of the assessments occurs in the daily educational environment of the P-12 teachers. Concerns with validity of interpretations are minimized with extensive assessor training for use of the assessments and review of interpretations by the assessment committee, and EPP and school partners. Results will be shared and discussed with SOE faculty and EPP partners for the purpose of program guidance and enhancement.

Timelines and Strategies for Instrument Design	Fall 2021 Establish Survey Development team: PI will establish and lead a team of 1 EPP faculty, 1 program faculty, and 2 K-12 faculty/administration. Our proposed timeline for the survey creation process began in Fall 2021, following our initial CAEP accreditation report (February 2021). Timeline start was delayed one year (Fall 2022) to allow virtual data collection (rather than face-to-face collection) due to Covid. Survey creation was further delayed in 2022 by the Program Coordinator's sabbatical, which pushed the initiation of the plan to Fall 2023. During this semester, faculty met to 1. Discuss potential members for the Survey Development team, 2. Discuss a reasonable research timeline, and 3. Review potential items for alignment with program/ ILA goals. Establish research timeline: Survey team discuss and establish a timeline for meetings and expectations to ensure completion. Item determination: Review existing items for 1) CAEP EVALUATION FRAMEWORK FOR EPP-CREATED ASSESSMENTS - Survey; 2) structure and content (e.g. clarity vs vagueness, singular vs compound, performance/concrete vs behavioral/theoretical, etc.); 3) alignment with Professional Standards. Spring 2022: amended timeline and virtual instead of f2f data collection. All deadlines pushed back 1 year. Establish Survey content validity using CVR as per Lawshe (reference list): Survey items to panel for content validity and later reliability: Determine panel of 5 experts (Employer – principals, Alumni – graduates 1-3 years employed with above basic performance evaluations, Graduate – semester, inclusive of elementary, secondary, and K-12 content areas). Provide Survey items and directions for the evaluation of each item. Return time is 30 days.

	Progress check and creation of communications Contact all panel members who have not submitted responses reminding of the due date. If needed, bring in an alternate. Data collected: All data is collected and recorded. CVR determined: Assessment test and measurement expert analyzes data for the following parameters: CVR minimum of 1.00 and p=.05 Final determination and discussion to take to faculty: Survey team meets, including assessment T and M expert and assessment coordinator and determines conclusions and final Survey inclusions. SOE input and vote: Information shared with all faculty for review, schedule discussion times and vote. Spring 2025 Survey Administration Survey administration will occur: Employer: each 3rd year starting on an even fall, Alumni: each 3rd year starting on an odd fall, Graduate: each semester

Resources and Personnel Responsible	The following College of Education faculty and staff are responsible for the implementation of this plan: Program Coordinator and Faculty of the M.Ed. Reading: --Dr. Denice Turner, ELA, M.Ed. Coordinator --Dr. Jarrett Moore, Graduate Research --Dr. Ryan Amys, Secondary Ed, Director Project Second --Dr. Faye LaDuke Pelster, Reading --Dr. Rich Carriveau, Reading • CAEP Committee Chair • Assessment Committee Chair Capital: SOE Operating Budget Technology: EPP Website
Assurance of Data Quality	Annual assessment reports by the SOE Assessment Committee, written and verbal, will include summary of FA in aggregate for EPP and each program disaggregated. Assessment retreat for discipline and EPP review and discussion Reports to be available through the Assessment Coordinator and Committee

Rubric Alignment with CAEP and ILA Standards

Rubric for Pre/Post Case Study Essay with ILA Standards Alignment
BHSU CASE STUDY WRITING PROMPT & RUBRIC FOR M.ED. READING

Share a time when it became apparent to you that a student was struggling with reading. Describe the situation, including these elements:

1. Behaviors that signaled a problem.
2. The context (grade level, content area, etc.) in which it occurred.
3. Persons or texts you consulted to address the problem, including your thoughts about the trustworthiness of the information.
4. A word of advice: If a colleague experienced a similar situation, what recommendations would you make and why?

2-3 double-spaced pages

CRITICAL THINKING

	Master	Apprentice	Novice	ILA Standards
Introduces and Critically Examines Problem	Candidate identifies a problem and clearly delineates its characteristics.	The candidate has identified a problem and briefly outlined its characteristics.	Candidate has introduced a problem with language that may be vague or unclear.	1.1, 1.3 3.1, 3.2, 3.3
Acquires and Evaluates Relevant Information	Candidate acquires source material from multiple points of view, which are highly relevant to the problem. Critically examines the strengths and limitations of the sources, including the influence of context.	Candidate acquires relevant source material from a single or limited point of view. Evaluation may need more elaboration to demonstrate the strengths and limitations of the work or gloss over the influence of context.	Candidate acquires source material that is peripherally relevant to the problem, providing an underdeveloped examination of source strengths and limitations, including the influence of context.	3.1, 3.2, 3.3 4.1, 4.2, 4.3
Synthesizes Information and Draws Conclusions	Candidate develops a point of view through a comprehensive	Candidate develops a point of view through limited sources	Candidate conclusions provide more summary than synthesis.	2.1, 2.2 5.1

	synthesis of findings. Able to interpret and apply research findings or reports of research findings. Can think analytically about what is read and recognize implications.	and/or incomplete synthesis of findings. Developing ability to interpret and apply research findings or reports of research findings. Does not consistently think analytically or recognize implications of readings	Inadequate interpretations, understanding of implications, applications. Lacks good analytical thinking.	6.2

INNOVATION

	Master	**Apprentice**	**Novice**	**ILA Standards**
Creative Thinking Skills How flexibly and imaginatively candidate approaches problems	Candidate demonstrates a novel approach to the identified problem, which may break down "silos."	Candidate demonstrates a predictable approach to the identified problem, which addresses the components of that problem.	Candidate uses an idea "off the shelf" that does not address certain nuances or elements of the problem.	2.1, 2.2, 2.3 5.1, 5.2, 5.3, 5.5 6.2
Expertise	Candidate possesses the technical , procedural, and intellectual knowledge to challenge assumptions and provide new insights for practice.	Candidate possesses general knowledge of the problem, along with the procedural and technical skills required to replicate a research model in a new context.	Candidate lacks knowledge about the problem and may struggle to devise a procedure or protocol that provides valid information regarding the problem	1.1, 1.2, 1.3 2.1, 2.2 4.3

ELEMENTS OF WRITING

	Master	Apprentice	Novice	ILA Standards
Proficiency with language	Language is attuned to audience, clearly communicating ideas. May at times be nuanced and eloquent. Organization creates cohesion between ideas. Errors are minimal.	In general, language is attuned to audience and communicates ideas. Basic organization is apparent. Surface errors may occasionally distract the reader.	Language may be overly familiar or formal for intended audience. Lacks a logical connection of ideas. Meaning is sometimes compromised by syntactical errors.	6.2

Table 1.20 M.Ed. Professional Dispositions Self-evaluation by Applicant

Data Cycles in Review	2021	2022	2023
Number of program applicants	10	5	0
Number of respondents	6	4	0
Percentage responding	60%	80%	0

The timeline for implementation of the revised rubrics indicated a Fall 2025 start date so there is no data to include in this annual report.

South Dakota Board of Regents and BHSU policy requires passing all required licensure tests prior to degree conference and graduation. Additionally, all degree programs must be aligned with SDDOE licensure requirements. Thus, since the program aligns with testing requirements, all completers eligible to be hired in the education position for which they have been prepared.

SOUTH DAKOTA BOARD OF REGENTS
Policy Manual
SUBJECT: Teacher Education Programs NUMBER: 2:16

7. Assessment & Student Teaching

7.1 In compliance with ARSD 24:53:04:02, Regental teacher education programs are required to measure students' content and pedagogical knowledge with the South Dakota state certification exams before graduation or program completion.

7.2 Teacher education students must take the South Dakota state certification content exam for their major(s) level of preparation before the semester in which they student teach. Students must achieve the qualifying score for certification in South Dakota prior to beginning student teaching when required as the sole method for determining licensure under ARSD 24:53:04:02.

Educator 411 - Educator 411 (sd.gov) for MEd-Reading requirements.

Additionally, all criteria required for SDDOE Reading endorsement are met within the program.

Components of CAEP Standard RA1.1 as defined by and supported by standards in specialized field (International Literacy Association/ ILA, 2017).

M.Ed. Alignment of CAEP Components, International Literacy Association (ILA) Standards & Program Assessments

CAEP Component RA1.1 – Candidate Knowledge, Skills, and Professional Dispositions
Alignment with key programmatic assessments, International Literacy Association (ILA) Standards, Courses, and Praxis

CAEP Standard RA1.1 Candidate Knowledge, Skills, and Professional Dispositions	**Key Program Assessment & Course(s) Alignment**	**ILA Standard & Description**	**ALIGNMENT TO PRAXIS**
(1) Applications of data literacy	Action Research Study – ED 630, ED 750 Capstone Project: Professional Learning Opportunity (PLO), Professional Portfolio of Growth (PPG), or Collaborative Research Project (CRP) – ED 790	**1: Foundational Knowledge** Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.	Reading Specialist Praxis Area I
(2) Use of Research and understanding of qualitative, quantitative, and/or mixed methods research methodologies	Action Research Study – ED 630, ED 750, and ED 790 Capstone Project: Professional Learning Opportunity (PLO), Professional Portfolio of Growth (PPG), or Collaborative Research Project (CRP) – ED 790	**1: Foundational Knowledge** Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools. **6: Professional Learning and Leadership** Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.	Reading Specialist PRAXIS Area III
(3) Employment of data analyses and evidence to develop supportive, diverse, equitable, and inclusive school environments	Individualized Assessment Plan – ED 650 Final Paper – ELED 659 Assisting a Teacher with Assessment – ED 754/695 Ideal Literacy Classroom – ED 754/695	**3: Assessment & Evaluation** Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.	Reading Specialist PRAXIS Area II

(4) Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	Professional Learning Opportunity (PLO) – ED 754/695 Assisting a Teacher with Assessment – ED 754/695 Capstone Project: Professional Learning Opportunity (PLO), Professional Portfolio of Growth (PPG), or Collaborative Research Project (CRP) – ED 790	**6: Professional Learning and Leadership** Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.	Reading Specialist PRAXIS Area III
(5) Supporting appropriate applications of technology for their field of specialization	Technology integration woven throughout the M.Ed. in Reading coursework	**2: Curriculum and Instruction** Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.	Reading Specialist PRAXIS Area I
(6) Application of professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to their field of specialization	Professional Learning Opportunity (PLO) – ED 754: Leadership in Schools and ED 695: Practicum Assisting a Teacher with Assessment – ED 754/695 Capstone Project: Professional Learning Opportunity (PLO), Professional Portfolio of Growth (PPG), or Collaborative Research Project (CRP) – ED 790	**7: Practicum/Clinical Experiences (for specialized literacy professionals only)** Candidates complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.	Reading Specialist PRAXIS Area III
	Un-standardizing the Curriculum – ED 748 Capstone Project: Professional Learning Opportunity (PLO), Professional Portfolio of Growth (PPG), or Collaborative Research Project (CRP) – ED 790	**4: Diversity and Equity** Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.	Reading Specialist PRAXIS Areas I, II, III, IV
	Effective Literacy Environment – ED 757 Assisting a Teacher with Assessment – ED 754/695 Professional Learning Opportunity (PLO) – ED 754: Leadership in Schools and ED 695: Practicum	**5: Learners and the Literacy Environment** Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.	Reading Specialist PRAXIS Area IV