

CAEP Accountability Measure 1

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

South Dakota Teacher Effectiveness Law and Resources

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

Completer (Teacher) Effectiveness

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

**When the transition to teaching survey was sent out, there was an error in that we did not have the self reporting questions on the survey for teacher effectiveness. When discovered, the additional questions were sent to graduates thus affecting the survey response rate. The error has been corrected for collection from 2021-22 graduates scheduled to be sent out in May 2023.*

Analysis Completed During 2022-23 Year

Faculty Analysis: Limited data to evaluate. Those reported are in the proficient range and this is high level of performance for new teachers.

Use of Results

Faculty Analysis: We hope to see a higher response rate with the survey corrected.

Data collected summer 2022 for 2020-21 completers

ELEMENTARY=11 MIDDLESCHOOL=6 HIGHSCHOOL=3	Distinguished	Proficient	Basic	Unsatisfactory
ELEMENTARY (11)	2	7	1	0
MIDDLESCHOOL (6)	0	4	1	0
HIGHSCHOOL (3)	0	3	0	0

Impact on P-12 Learning and Development

Student Growth Rating known as SLO

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

Analysis

Again, the SLO is self reported data gathered from adding additional questions to the transition to teaching survey results. Due to survey error, there is limited data. The data reported demonstrate that our candidates do have impact on student learning based on teacher selected content and assessment.

Use of Results

We hope now that the survey is fixed, more data will be provided to make more informed analysis and will provide data to make adjustments in courses.

Data collected summer 2022 for 2021-22 completers

ELEMENTARY=11 MIDDLESCHOOL=6 HIGHSCHOOL=3	High (Between 85% and 100% met or exceeded goal).	Expected (Between 65% and 85% of students met or exceeded goal)	Low (Less than 65% of students met or exceeded goal)
ELEMENTARY (11)	5	6	0
MIDDLESCHOOL (6)	3	3	0
HIGHSCHOOL (3)	0	3	0

Overall Rating (SLO + Danielson Observation + Supervisor Judgement)

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

Analysis

As stated last year, the vast majority of students continue to be at the meets expectations level, with a few exceeding expectations. Again, the issue with the survey limits the analysis.

Use of Results

Data analysis continues to indicate that graduates are doing well in the field during the first year. We hope to have larger samples next year.

Data collected summer 2022 for 2020-21 completers

ELEMENTARY=11 MIDDLESCHOOL=6 HIGHSCHOOL=3	Exceeds Expectation	Meets Expectation	Below Expectation
ELEMENTARY (11)	4	7	0
MIDDLESCHOOL (6)	3	3	0
HIGHSCHOOL (3)	1	2	0

CAEP Accountability Initial and Advanced Measure 2

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

Satisfaction of Employers Both Initial and Advanced

Initial Programs

The Common Metrics Supervisor Survey is sent to K-12 administrators who hire initial licensure graduates. The graduates are asked to provide employment information the summer after graduation. Of the 92 graduates in 2020-2021, we received feedback from employers for 52 or 57% of the graduates concerning their teaching effectiveness during their first year. The survey is a four-point Likert scale. Employers are asked to indicate to what extent they agree or disagree with the prompts related to the effectiveness of graduates' abilities as new teachers to apply the professional knowledge, skills and dispositions learned and practiced during their programs. The categories include: Instructional practice that includes technology application, teaching diverse learners, creating a positive learning environment, and professionalism. The items in the survey are aligned with the Interstate Teacher Assessment and Support Consortium or InTASC standards. Faculty analyze and use the data to review programs and make changes to positively impact graduates' instructional practices. Faculty reviewed data in September and October of 2022. Their analysis and use of results follows.

Analysis and Use of Results:

Analysis

- Results Overview
 - Increase in response rate - RI's send individual texts to candidates.
 - Table 9 (Instructional Practice) Range from 3.19-3.75
 - Table 11 (Diff Instruction) low area for ELL students
 - Table 15 (Professionalism) low area is collaboration with parents - High area for advocating for students
 - .34 (helping students develop skills to solve complex problems) - ?? error in mean score?
 - Mean 3.47 on well prepared
- What does the data tell you?
 - General - pleased with candidate performance
 - Constructive Feedback - giving more direct results to Table 16 question

Use of Results

Results Overview:

- What do we do to teach/lead collaboration with parents? - left to mentor direction and
- Graph this?

Report data-based decisions/goals/changes faculty suggest:

- ELL concern - those courses are only offered online. Should that format be changed? In-person offer more valuable connections and practices?
- Diversity of experiences - how is that really supported throughout experiences?

Advanced Programs

Analysis

Feedback concerning satisfaction of employers of EPP advanced programs was collected in May through July. The survey used was created by the assessment committee in 2021. The advanced programs sent the survey to the programs' employers. The employer contact information was provided by the graduates in May. The response rate went down considerably this year. Of the 102 graduates of the advanced programs, only 11 of their supervisors provided feedback (11%). This may be due to the fact that many times completers in education leadership do not take positions as administrators right after graduation. Instead, some stay working as a teacher. The assessment committee is working on a solution for collecting satisfaction of employer feedback for 2021-22 completers to report for 2024 report. One idea that is being considered is having focus groups to gather qualitative data to use in program improvement.

Use of Results

The small data results indicate that employers are satisfied with our advanced graduates.

Data

Stakeholder Involvement

Stakeholders are deeply involved in programs through providing qualitative feedback on surveys and in meetings, reviewing assessment and data, being members of EPP committees, serving with program faculty on state and national committees, and collaborating on specialized projects identified as needs in PK-12.

Committee Involvement

External stakeholders from all programs are members of school of education's curriculum committees. Faculty are also members of and are involved in state and national professional organizations in which they collaborate with program professionals at the local and national level. Minutes from these meetings are shared within the division meetings and programs use this feedback to monitor and make adjustments to their curriculum. In the descriptions of the committee work, analysis of data and use of results are provided for the 2021-2022 academic year.

Committees and Organizations

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

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

Educational Leadership Documentation of Program Feedback

Educational Leadership had their external partner meeting on August 5, 2022 at the School Administrators of South Dakota (SASD) annual meeting held in Sioux Falls. This is an opportunity for the programs to share information and data with their external partners in South Dakota. Also during this time, they ask for feedback about their program such as asking how well prepared completers are and quality of assessments and program assignments. Below is the feedback collected during the meeting. It was shared with faculty at their first faculty meeting.

Feedback

- a. *What are the strengths of our candidates as evidenced in internships?*
 - i. *Intern supervisor was on top of deadlines; constructive feedback (“real”)*
- b. *What are the weaknesses of candidates as evidenced in our internships?*
 - i. *Internship can seem overwhelming in addition to their full-time jobs*
 - ii. *Overemphasis on hours*
 - iii. *Handling conflict/ethics/politics*
- c. *How well are our graduates doing at leading collaborative activities with peers, colleagues, teachers, administrators, community organizations, and parents? (Council for the Accreditation of Educator Preparation #4)*
 - i. *Doing well - community leadership, being an agent of change*
 - ii. *Challenge - comfortable in front of kids, not in front of colleagues*
- d. *How well are our graduates doing at using appropriate applications of technology in schools? (Council for the Accreditation of Educator Preparation #5)*
 - i. *Variability between districts makes this challenging*
 - ii. *Need to use tech to make learning deeper, not just making life “just a little easier”*
 - iii. *Depth!*
 - iv. *Include tech in vision (NELP 1 connection?)*
- e. *How can we increase our recruitment efforts into our principal program, special education director program, curriculum director program, and superintendent program?*
 - i. *Concerns about pulling teachers out of classrooms*

Feedback Excerpts from Committee Feedback for Initial and Advanced

I would like to recommend that the following changes be made to the USD program:
Provide more training in the area of assessing students with English as a second language, areas of disproportionality, and the use SRBI to meet the needs of all students

I would like to recommend that the following changes be made to the USD program:
Focus on moving theory to practice. Candidates and or practicing administrators seem to have a good background in theory but lack application "doing."
USD has a solid program and reaches out to work closely with the schools. We appreciate that. I feel USD has taken great steps in offering alternative programming and process to allow individuals to reach their desire to become educators and administrators, but this is also an area that needs continual growth for all involved.
Drive graduate students to research projects that can improve and inform local school district practices.

I would like to highlight the following characteristics as beneficial to the USD program:
I appreciate that USD provides opportunities for students seeking advanced degrees an opportunity to advance their content knowledge while working in a school setting. I would like to see a reintroduction of the PDC program.

I would like to highlight the following characteristics as beneficial to the USD program:
Always great professors and they continue to be available as professional colleagues once into your leadership role
Year long residency.
Continue to highlight and focus on instructional leadership
As stated, USD has an outstanding program. Their staff are knowledgeable and trusty-worthy. They continually work with us to foster new endeavors and approaches that are mutually beneficial. We appreciate their staff and programs.
Faculty emphasis on connecting with K-12 leadership and being responsive to current needs in the field of K-12 education benefits not only USD, but South Dakota Education in a greater way.

Documentation of Collaboration on Committees and Special Projects

Dean's External Advisory Committee Excerpt: February 1, 2022. Committee is comprised of representatives from all programs: both employers and graduates. The committee worked on defining our values. Values were looked at- both faculty ideas and USD strategic plan. When there is a necessity, K-12 systems can reach out. It is building the relationships so that projects can easily start. Beresford collaborated with ELL training to K-12 teachers.

Career and Technical Education (CTE) Project: The EPP is creating a CTE methods course to be delivered starting summer 2022. This was a request from health sciences and South Dakota's CTE Office. During this work, we discovered that PK-12 partners have a need for this methods course as well as Project Lead The Way known as PLTW graduate credits through their training. We are currently in conversations with PLTW and the state to discuss options.

ISLP Validity Work with Teachers

Teachers worked with the TRE division to review the rubric and tasks in the ISLP projects candidates complete in their last semester of residency. Teachers scored all tasks as essential and the rubric prompts

accurately describe the performance levels for scoring.

TEAC Discussions

TEAC is comprised of faculty from the following schools: School of education, fine arts and arts and sciences; in addition to representatives from PK-12 stakeholders. The committee has been reviewing program courses and candidates' assessment data. A discussion was held concerning the CORE Praxis Test entrance requirement for teacher education and will be addressed in 2021-2022 meetings. The committee also reviewed the transition to teaching and employer survey results. The USD data appears to be higher than the aggregate of institutions in the areas: effectively teaching subject matter, selects instructional strategies, clear learning objectives, critical thinking and using multiple sources of evidence. The committee noted that USD data is slightly lower for completers in: Regularly adjusts plans to meet student needs and provides meaningful feedback. The committee recommended that a crosswalk be completed to

determine where assessment is addressed in curriculum and make changes in key courses. The committee will review 2020-2021 data next year to identify if this is a trend.

State Initiatives Driving Curriculum-

Ed Leadership

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

2. *Proposed:*

Division of Educational Leadership members are partnering with the SD DOE to develop a plan to support principals in our highest needs schools.

South Dakota identifies schools in the lowest five percent of School Performance Index points as needing Comprehensive Support. Members of the Division of Educational Leadership are helping to develop a framework for supporting principals in these schools, and are then being asked to provide leadership coaching to those principals to improve instructional outcomes.

TRE

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

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

4. Teacher Shortage Collaboration with Northeast SD Superintendent Group. Dean Schweinle met with group and below is a description.
 - a) *They asked the deans about how we were tackling the teacher shortage. We discussed our current numbers of student teachers, prior enrollments, and forecasts. We discussed how we train teachers. They expressed concern that this is a different climate in K-12 classrooms than before Covid. How are we ensuring that our instructors are keeping current with K-12 environments and transmitting that to students? We discussed that students at both undergraduate and graduate levels are taught by a mix of full-time faculty and adjuncts. Adjuncts are practitioners who are currently in K-12 settings. They bring the K-12 setting to students. Current faculty are not required to be active in K-12 settings because they already have full-time jobs, but many do engage in activities in schools, to stay connected. They commented that it isn't the same thing, but it does help to maintain the connection. The administrators liked the mix of practitioners and faculty teaching future K-12 teachers and leaders, arguing the importance of learning from those who know the current state of the field.*
 - b) *One special concern was new teachers entering the field without adequate knowledge of classroom management for behavior problems. I asked if it was all about managing behavior or understanding the underlying issues for the behavior? They said all the above. But, again stressed that maybe universities were not as aware of the current environment as people in the K-12 settings.*
 - c) Use of feedback
 - a. *January 5: Admin council discussed this. Chairs will bring back to faculty to discuss and possibly make changes. One possible change might be to add an additional semester of classroom management while student teaching that focuses on behavior interventions in collaboration with the school psych faculty.*

Communities of Practice-

The Prepared to Teach grant has communities of practice groups that meet monthly to discuss education issues. Each education preparation provided has local member comprised of faculty and employers of educators at both the initial and advanced levels of licensure that are members of break out groups. These groups collaborate to discuss and find solutions to various national challenges (problems of practice) facing education. The 2021-22 discussions continue to focus on providing funding and salaries during residency and internship placements for candidates. USD has learned what others across the nation are doing with teacher pathway programs and recent discussions are happening concerning using federal funds from Department of Labor to subsidize tuition and provide salaries for candidates in residency or internship. Initial conversations are starting with SD Department of Labor.

School Psychology and Counseling

1. USD SCHOOL CRISIS PREVENTION AND RESPONSE PROJECT

PREPaRE Crisis Prevention and Response Training UPDATE

- a. *The SD Division of Behavioral Health and Department of Health collaborated with the University of South Dakota School of Education, School Psychology Program, to coordinate and deliver training for school personnel in the PREPaRE model of school crisis prevention and intervention. This project has supported over 95 school districts to be trained in this model since January 2020, which helps school staff improve and strengthen their school safety, crisis management and emergency response plans. To date, 528 individuals have been trained in some level of PREPaRE. This crisis training equips school-based professionals with the tools and skill necessary to respond to the full spectrum of human- or weather-related crisis events (e.g., tornadoes, death of a student or teacher, armed assailants). These efforts have been in collaboration with Division of Behavioral Health, Department of Education Office of Student Wellness and Supports, as well as the South Dakota School Safety*

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

2022 Employer Satisfaction Survey Results for Initial Programs Data for 2020-2021 Graduates

Faculty requested data to be reported in below format (different from prior years). Data is 20-21 because it was these graduates' first year of teaching in 21-22.

Statement	Total Respondents	Disagree	Tend to Disagree	Tend to Agree	Agree	Mean
	n	#/percent	#/percent	#/percent	#/percent	
Effectively teaches the subject matter in is/her licensure area.	52	-	1 – 2%	15 – 28%	36 – 70%	3.67
Selects instructional strategies to align with curriculum standards.	51	-	-	15 - 29%	36 – 71%	3.71
Designs activities where students engage with subject matter from a variety of perspectives.	51	-	3 – 6%	11 – 22%	37 – 72%	3.67
Accounts for students' prior knowledge or experiences in instructional planning.	52	-	3 – 6%	14 - 27%	35 – 67%	3.62
Designs long-range instructional plans that meet curricular goals.	51	-	5 – 10%	12 - 23%	34 – 67%	3.5
Regularly adjusts instructional plans to meet students' needs.	50	-	6 – 12%	12 – 24%	32 – 64%	3.45
Plans lessons with clear learning objectives/goals in mind.	51	-	1 – 2%	11 – 22%	39 – 76%	3.75
Designs and modifies assessments to match learning objectives.	50	-	4 – 8%	15 – 30%	31 – 62%	3.4
Provides students with meaningful feedback to guide next steps in learning.	52	-	6 – 12%	15 – 28%	31 – 60%	3.48
Engages students in self-assessment strategies.	50	2 – 4%	5 – 10%	18 – 36%	25 – 50%	3.19
Uses formative and summative assessments to inform instructional practice.	52	1 – 2%	2 – 4%	15 – 29%	34 – 65%	3.58

Statement	Total Respondents	Disagree	Tend to Disagree	Tend to Agree	Agree	Mean
	n	#/percent	#/percent	#/percent	#/percent	
Identifies issues of reliability and validity in assessment.	50	2 – 4%	4 – 8%	18 – 36%	26 – 52%	3.23
Analyzes multiple and appropriate types of assessment data to identify student learning needs.	50	-	7 – 14%	15 – 30%	28 – 56%	3.29
Differentiates assessment for all learners.	50	1 – 2%	7 – 14%	14 – 28%	28 – 56%	3.31
Uses digital and interactive technologies to achieve instructional learning goals.	50	-	-	11 – 22%	39 – 78%	3.71
Engages students in using a range of technology tools to achieve learning goals.	51	-	1 – 2%	13 – 25%	37 – 73%	3.63
Helps students develop critical thinking processes.	52	1 – 2%	4 – 8%	18 – 35%	27 – 55%	3.37
Helps students develop skills to solve complex problems.	50	1 – 2%	6 – 12%	18 – 36%	25 – 50%	0.34
Makes interdisciplinary connections among core subjects.	51	1 – 2%	7 – 14%	19 – 37%	24 – 47%	3.23
Knows where and how to access resources to build global awareness and understanding.	51	1 – 2%	3 – 6%	14 – 27%	33 – 65%	3.48
Helps students analyze multiple sources of evidence to draw sound conclusions.	49	1 – 2%	4 – 8%	19 – 38%	25 – 52%	3.25

2022 Employer Satisfaction Survey Results for Advanced Programs

Data collected summer 2022 for 2020-21 completers

Please indicate what position USD graduate(s) holds in your district - Selected Choice	Possible Points	Reading Teacher (2)	Ed Leadership (7)	School Psych (1)
The USD program prepared him/her to understand the theoretical and content knowledge foundations of their profession.	6	5.33	5.55	5.00
The USD program prepared him/her to apply the content knowledge and theoretical foundations of his/her profession to professional practice.	6	5.33	5.55	5.00

Please indicate what position USD graduate(s) holds in your district - Selected Choice	Possible Points	Reading Teacher (2)	Ed Leadership (7)	School Psych (1)
The USD program prepared him/her to apply content knowledge to help all students/clients respond in a meaningful manner.	6	5.33	5.55	5.00
The USD program prepared him/her to apply professional knowledge, skills, and dispositions to help all students/clients respond in a meaningful manner.	6	5.33	5.36	5.00

Please indicate what position USD graduate(s) holds in your district - Selected Choice	Possible Points	Reading Teacher (2)	Ed Leadership (7)	School Psych (1)
The USD program prepared him/her to assume a leadership role in the profession and share knowledge and expertise with others in their profession and community.	6	5.33	5.45	5.00
The USD program prepared him/her to use a variety of formal and informal assessments to evaluate one's performance.	6	5.00	5.27	5.00
The USD program prepared him/her to use a variety of formal and informal assessments to evaluate the performance of others.	6	5.00	5.27	5.00
The USD program prepared him/her to use technology in their professional practice.	6	5.33	5.45	5.00
The USD program prepared him/her to leverage up to date technologies to plan, design, and evaluate learning experiences.	6	5.33	5.36	5.00
The USD program prepared him/her to employ ethical use of technology to further their professional productivity.	6	5.33	5.36	5.00
The USD program prepared him/her to foster and maintain positive work relationships.	6	5.33	5.36	5.00
The USD program prepared him/her to model and use effective communication (verbal, non-verbal, and written).	6	5.33	5.55	5.00

CAEP Accountability Initial Measure 3

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

The School of Education, known as the education preparation provider, EPP, requires all candidates to

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

Praxis Content Tests for Initial Licensure

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

Analysis

Faculty reviewed Praxis data for 2021-2022 completers during a faculty meetings in fall 2022. The faculty noticed that it appeared that middle school teachers social studies teachers continue to struggle with their content tests but scores have improved from previous year. Special education graduates consistently do well on the content test. When disaggregated by gender, the faculty found no significant differences between the mean scores in the cohort.

Use of Results

The instructor for ELED 162, Geography and World History for Educators, will address concerns through implementation of content for ancient/world history, general theme of importance of social studies content and emphasis on interactive learning experiences vs rote memorization of facts.

[Link to Data](#)

Skills of Teaching Observation Tool (STOT)

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

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

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

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

Analysis

Faculty reviewed the STOT data for 2020-2021 completers and made note of the following:

- From FA 2020 to SP 2022, most scores have increased
- Scores were higher during the Covid year
- FOR All Candidates:
 - SP 2022....Standard 9 is highest...3.47
 - SP 2022....Standard 6 is lowest.....3.27
- For all candidates, Scores trend up from fall to spring because we have more candidates in Res II in spring.
- As expected, Res II candidates scores are higher than Res I

Use of Results

At this time, faculty did not identify elements it believes need to be focused on for changes. [Link to Data](#)

Praxis Principles of Learning and Teaching (PLT) Test

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

Analysis

In looking at the PLT data, faculty noted that the EPP's 2021-2022 cohort all passed the PLT corresponding to their endorsement grade level. Faculty decided no program changes were needed.

Use of Results

Because there was a 100% pass rate, the faculty recommended continuing to offer PLT practice and resources into the course: ELED 433 Professional and Ethical Issues. This course provides candidates the opportunity to enhance practice and skills in pedagogy and professional dispositions and ethics.

[Link to Data](#)

Praxis Content Test Data for 2020-2021 Completers

Data is disaggregated by program and gender.

Completer data is compared to state averages.

Elementary Test 5002 Reading Sub-score Required

Score- 150

2021-2022 Completer Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota=71	158.28	132.00	191
All South Dakota= 370	160.09	124	200
Student Population	Mean	Minimum	Maximum
Male University of South Dakota=10	160.90	150.00	182.00
Male South Dakota= 36	167.50	147.00	200.00
Female University of South Dakota= 61	157.92	132.00	191.00
Female South Dakota= 334	159.34	124.00	200.00

Elementary Test 5003 Math Sub-score

Required Score- 146

2021-2022 Completer Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota=71	178.28	146.00	200.00
All South Dakota= 370	171.73	104.00	200.00
Male University of South Dakota=10	181.90	161.00	192.00

Student Population	Mean	Minimum	Maximum
Male South Dakota= 36	175.78	132.00	200.00
Female University of South Dakota= 61	175.25	139.00	200.00
Female South Dakota= 334	174.03	146.00	200.00

Elementary Test 5004 Social Science

Required Score- 147

2021-2022 Completer Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota=71	160.80	137.00	198.00
All South Dakota= 370	160.43	116.00	200.00
Male University of South Dakota=10	160.00	147.00	168.00
Male South Dakota= 36	167.90	136.00	200.00
Female University of South Dakota= 71	162.28	137.00	198.00
Female South Dakota= 334	159.72	116.00	198.00

Elementary Test 5005 Science Sub-score

Required Score- 150

2021-2022 Completer Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota=71	165.91	150.00	191.00
All South Dakota= 370	165.51	113.00	200.00
Male University of South Dakota=10	167.18	154.00	182.00
Male South Dakota= 36	167.95	150.00	197.00

Student Population	Mean	Minimum	Maximum
Female University of South Dakota= 71	164.26	136.00	191.00
Female South Dakota= 334	165.26	113.00	200.00

Special Education Test 5354 Required
Score- 145

2021-2022 Completer Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota=37	169.52	151.00	193.00
All South Dakota= 170	170.99	138.00	194.00
Male University of South Dakota=3	N/A	N/A	N/A
Male South Dakota= 22	170.86	157.00	188.00

Student Population	Mean	Minimum	Maximum
Female University of South Dakota= 34	170.24	138.00	193.00
Female South Dakota=148	171.01	138.00	194.00

Art Test 5134

2021-2022 Completer Data

Required Score- 157

University sample size is too small to compare

Biology Test 5235

2021-2022 Completer Data

Required Score- 157

University sample size is too small to compare

Physical Education Test 5091 Required

Score- 140

2021-2022 Completer Data

University sample size is too small to
compare

English Test 5038
 Required Score- 167

2021-2022 Completer Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota=12	173.25	167.00	186.00
All South Dakota= 69	176.41	153.00	194.00
Male University of South Dakota= 3	173.25	170	178
Male South Dakota= 14	174.71	157.00	194.00
Female University of South Dakota= 8	173.25	167.00	176.00
Female South Dakota= 55	176.84	153.00	192.00

History Test 5941
 Required Score- 135
2021-22 Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota= 14	163.64	148.00	180.00
All South Dakota= 38	157.92	136.00	194.00
Male University of South Dakota= 9	160.33	148.00	178.00
Male South Dakota= 27	160.78	136.00	194.00
Female University of South Dakota= 5	169.60	152.00	180.00
Female South Dakota= 11	150.91	136.00	172.00

Math Test 5161 (Changing to 5165)

Required Score- 160

2021-2022 Completer Data

University sample size is too small to compare= 3 (2 took 5169 and 1 took 5161)

Music Test 5113

Required Score- 150

2021-22 Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota= 11	168.90	153.00	181.00
All South Dakota= 50	163.72	138.00	185.00
Male University of South Dakota= 5	166.40	153.00	181.00
Male South Dakota= 19	165.79	147.00	184.00
Female University of South Dakota= 6	171.4	163.00	178.00
Female South Dakota= 41	162.45	138.00	185.00

Skills of Teaching Observation Tool Data

Data is reported providing the average score for each INTASC standard question. For example, INTASC 1 has 2 relevant questions on the assessment. These 2 scores are averaged into 1 score for the candidate for this report. The data is reporting the final assessment for completers in 2020-2021 academic year. The scale is 1= underdeveloped, 2=emerging, 3=proficient, 4=distinguished.

2021-22 Data

INTASC Standard	Elementary 46 candidates	Elementary and Special Education 25 candidates	Art, PE (K-12) 10 Candidates	High School 27 Candidates
Learner Development	3.67	3.54	3.30	3.48
Learning Differences	3.67	3.52	3.05	3.39
Learning Environments	3.59	3.58	2.98	3.43
Content Knowledge	3.65	3.47	3.10	3.42

INTASC Standard	Elementary 46 candidates	Elementary and Special Education 25 candidates	Art, PE (K-12) 10 Candidates	High School 27 Candidates
Application of Content	3.56	3.45	2.80	3.36
Assessment	3.60	3.55	3.00	3.34
Planning for Instruction	3.74	3.59	2.99	3.40
Instructional Strategies	3.69	3.54	3.13	3.45

INTASC Standard	Elementary 46 candidates	Elementary and Special Education 25 candidates	Art, PE (K-12) 10 Candidates	High School 32 Candidates
Professional Learning and Ethical Practice	3.75	3.65	3.10	3.49
Leadership and Collaboration	3.71	3.70	3.03	3.49

Disaggregated by Gender

INTASC Standard	Male=35 Candidates	Female=74 Candidates
Learner Development	2.99	2.97
Learning Differences	2.94	2.95
Learning Environments	3.11	3.09
Content Knowledge	2.96	2.92
Application of Content	2.90	2.79
Assessment	2.83	2.83
Planning for Instruction	2.83	2.98
Instructional Strategies	2.99	3.06
Professional Learning and Ethical Practice	3.15	3.24
Leadership and Collaboration	2.93	3.12

Principles of Learning and Teaching Praxis Tests

Elementary Education PLT 5622 Required

Score=160

2021-22 Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota=72	175.21	143.00	194.00

Student Population	Mean	Minimum	Maximum
All South Dakota= 252	173.012	143.00	198.00
Male University of South Dakota=8	170.63	168.00	182.00
Male South Dakota= 30	171.83	149.00	186.00

Student Population	Mean	Minimum	Maximum
Female University of South Dakota= 61	176.49	155.00	194.00
Female South Dakota= 246	174.40	143.00	198.00

Secondary Education PLT 5624 Required
Score=157

2021-22 Data

Student Population	Mean	Minimum	Maximum
All University of South Dakota= 45	175.49	157.00	190.00
All South Dakota= 251	174.67	139.00	194.00
Male University of South Dakota= 19	173.00	159.00	189.00
Male South Dakota= 103	171.61	139.00	194.00
Female University of South Dakota= 26	177.31	157.00	190.00
Female South Dakota= 148	176.80	146.00	194.00

CAEP Accountability Advanced Measure 3

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

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

School Psychology

The school psychology program identifies the following as its key assessments: the Graduate Record Examination, known as the GRE; the Praxis 5402 School Psychology Exam; and the internship experience. The data reported are for the 2021-22 completers/population=12.

GRE Entrance Exam

The GRE General Test is required for the Specialist of Education degree program with a minimum score of 145 in the Verbal section and 143 in the Quantitative section for full admission. The GRE General test is required for the Doctor of Philosophy degree program with a minimum score of 147 in the Verbal section and 145 in the Quantitative section for full admission. GRE General Test at Home will be accepted through spring 2023. After this time, the program will rely on GPA (undergraduate or graduate) to measure academic capacity to enter the program.

Analysis and Use of Results

All accepted candidates met the minimum score requirements. The average score for the verbal section was 149 and the quantitative section average was 145.89. Faculty will continue monitoring the scores of applicants to ensure that cut scores are sufficient.

Praxis 5402 School Psychology Exam

The Praxis 5402 exam is a national minimum competency exam for school psychologists. The test is scored by ETS. The Criteria For Success is that students must obtain an average score or higher on content category IV (which measures school and system organization and policy development in addition to consultation and collaboration) of the Praxis II relative to national records of examinees completing the exam during the previous three years. We expect that at least 90% of students in the program will meet this criterion.

Analysis and Use of Results

Candidates again in 2021-22 all met the national minimum competency on the national examination. When evaluating individual student data, there was some variability among students. Faculty will review the examination practices in the systems prevention course to ensure that course objectives are aligned with the national examination.

[Link to Data](#)

Internship Evaluation

The evaluation is based on the National Association of School Psychologists, abbreviated as NASP. Direct - Summative - Internship Evaluation Form, a rating scale, completed by interns' supervisors. The program coordinator will compute the average each student obtains on items related to this objective. Criteria for success is that candidates must receive an overall rating of 3 or better (1=unsatisfactory; 2= below

expectations; 3=meets expectations; 4=exceeds expectations; 5=outstanding) on Internship Evaluation Form items pertaining to this learning objective. We expect that 90% of students in the program will meet this criterion. The school psychology program are following a phase in plan to complete validity and reliability studies on the internship assessment. The program met the fall 20221 deadline to study and establish content validity.

Phase In Plan Update: The faculty completed a validity study on the internship evaluation. The content validity ratio or CVR needed to be equal to or greater than 0.49. Faculty have started work to study and establish reliability for this key assessment. Work is projected to be completed in or before spring 2023.

Analysis and Use of Results

- What does the data tell you?
 - Overall, per the data report, we note that all result areas indicate high performance for all students. The data continues to show us some variability in the systems prevention knowledge, so we will continue to curriculum map our courses to ensure that students are exposed explicitly with systems change theory and prevention theory. Further, we note that students were performing relatively lower on areas related to pre-practicum in counseling.

- Are there similarities/differences to prior year data?
 - Data is similar when considering the standard error of measurement. However, because we noted some lower performance in counseling practices, we have moved the pre-practicum in counseling course to be taught by a school psychology faculty. We hope this will help the course be more relevant to emerging school psychologists.

- Is there a difference in any population? For a few of the Ed.S. students in some domains, we noted lower performance. We will explicitly teach students how to write academic intervention goals as well as operations of schools. We hypothesize this is because this cohort of students was not able to be in schools as much due to the COVID-19 pandemic. We anticipate this will be improved with more field experiences for future students.

Report data-based decisions/goals/changes faculty suggest: As noted above, we have Dr. Zahn teaching the counseling pre-practicum course. Further, we will ensure that explicit coverage of systems change theory as well as operations of schools is noted in our courses. We are particularly proud of the ethical decision-making domain as well as the role and function of school psychologists domain for our students. This has been historically and continues to be the foundation of our program and we are delighted to see students perform at high levels in this domain of practice.

[Link to Data](#)

Educational Leadership

Entrance Writing Sample

The Entrance Writing Prompt is aligned to the division's student learning outcomes and National Educational Leadership Preparation (NELP) Standards. The prompt is a component of the evidence use to approve or deny entrance into the program. Our writing prompt is very important as we strive to meet CAEP Standard 3: Candidate Quality, Recruitment, and Selectivity. After discussing our division goals during full division meetings over a span of two years, we established division goals aligned to the NELP Standards. CAEP Standard 3 helped our division create a writing prompt based on our division goals,

which aids in our efforts to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations. The writing prompt helps us create a program that reflects the diversity of America's PreK-12 students. It also helps us prepare school leaders to lead throughout the region.

Analysis and Use of Results

The division is working through a phase in plan in order to ensure validity and reliability of scoring. In the summer of 2021, the program sent a survey to 20 Ed Leadership Stakeholders (experts in the field such as superintendents, principals and other PK-12 administrators) responded to a survey asking them to review writing prompts (asked of applicants to Ed Leadership programs) and internship expectations that are required of Ed Leadership candidates. The stakeholders were to decide if the questions/prompts were: Essential, Useful but not essential, or Not essential. A content validity ratio (CVR) was calculated for each writing prompt, using the rating results of the expert panel. The critical value=.42 The CVR value must be .42 or below for it to be within range of content validity. If the value was smaller than .42, faculty reviewed the item to make adjustments and redid the CVR or eliminated the prompt.

Inter-rater reliability was completed in October 2021. The first completer data for the revised key assessment will be in 2023-2024 academic year. Also, discussion is happening concerning using GPA as key assessment data requirement rather than essay.

[Link to Data](#)

Internship Evaluation

Criteria For Success: Graduate students will achieve Acceptable or Target for 80% of the criteria. The results will be used to assess ability to apply content from the course to an authentic field based assignment monitored by the instructor and a field based mentor. If graduate student

falls below the acceptable margin, remediation will occur. If more than 50% of the students do not reach acceptable, the instructor will re-examine the project goals, criteria, instructions and assessment tool. Faculty are working on a phase in plan to ensure the assessment meets CAEP sufficiency levels. Validity was established in August 2021 with a critical value of .42 generated from feedback of 20 panelists. Discussion centered on the wording of questions and the necessity to fine tune language.

Analysis and Use of Results

96% of 25 students met or exceeded the standard. The 4% was one student who withdrew from the internship. Criteria Met. The program will continue to triangulate the data across the university supervisor/site supervisor/intern.

[Link to Data](#)

Praxis Test

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

Analysis and Use of Results

100% met criteria (24 students) The program will continue to gather data for each section of the PRAXIS so that the results can be used to identify areas in need of improvement as we did with ethical and professional norms and organizational management with 20/21 data.

[Link to Data](#)

School Psychology Data

GRE Entrance Exam Data

2021-2022 Graduates

12 Completers

Verbal Average	Quantitative Average
149	145.86

Praxis 5402 School Psychology Exam

2021-2022 Completers

National Association of School Psychologist test cut off score is 149

8 Completers

Average Score	165.5
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Test Category	Average Percent Correct
Professional Practices	72.98%
Direct and Indirect Services	72%
Systems-Level Services	77.45%
Foundations of Service Delivery	74.05%

School Psychology Internship Evaluation

Ratings are on a 5 point Likert scale **2021-22 completers**

NASP Domain	Items	Mean Rating
2.1 Data-Based Decision-Making and Accountability	8. Demonstrates knowledge of various models and methods of assessment and the ability to use such models and methods to collect data for effective decision-making and problem-solving.	4.00
	12. Demonstrates the ability to accurately interpret and integrate assessment data to formulate appropriate recommendations based on the assessment data.	3.92
	13. Demonstrates the ability to translate assessment results into empirically based decisions regarding service delivery.	3.83
	29. Demonstrates the knowledge and skills needed to use assessment and data collection methods to measure response to, delivery of, and outcomes for services.	3.91
	30. Demonstrates the ability to access information and technology resources to enhance data collection and decision-making.	4.08
	33. Demonstrates the ability to implement methods for promoting and measuring treatment/intervention integrity.	3.67
	Domain Mean Rating	3.90
2.2 Consultation and Collaboration	14. Demonstrates the ability to effectively present and disseminate information to parents, teachers, team members, and other professionals.	4.08
	19. Demonstrates knowledge of and skills in various models of consultation/collaboration & is able to apply them to particular situations (e.g., consulting w teachers, parents, colleagues, & other agencies).	4.00

	20. Is able to effectively collaborate with others in problem-solving processes at the individual, group, and system levels.	4.08
	27. Demonstrates familiarity with information and instructional technology relevant to his/her work and utilizes it to improve his/her practice.	3.92
	31. Demonstrates knowledge and skills needed to consult and collaborate in development, implementation, and evaluation of instructional and mental health interventions.	3.67
	Domain Mean Rating	3.95
2.3 Interventions and Instructional Supports to Develop Academic Skills	9. Demonstrates knowledge of learning processes and the ability to utilize a wide range of cognitive and academic assessment instruments and techniques to assess the processes.	4.17
	16. Demonstrates the ability to develop and implement classroom interventions designed to improve cognitive and academic skills and to evaluate the effectiveness of such interventions.	3.60
	32. Demonstrates knowledge of empirically supported models in psychology and education to promote cognitive and academic skills, including those related to needs of children with diverse backgrounds and characteristics.	3.75
	34. Demonstrates the knowledge and skills needed to implement evidence-based services that support cognitive and academic goals across multiple settings including classroom and home settings.	3.55
	Domain Mean Rating	3.77
2.4 Interventions and Mental Health Services to Develop Social and Life Skills	10. Demonstrates the skills to use behavioral, affective, and social assessment instruments and techniques for the purposes of planning, supporting, and evaluating interventions that support socialization and mental health.	3.75
	17. Demonstrates the ability to develop and implement behavioral interventions designed to improve social and adaptive behavior skills and to evaluate the effectiveness of such interventions.	3.83
	18. Demonstrates knowledge of various models of counseling and is able to utilize appropriate counseling interventions.	3.27
	35. Demonstrates skills needed to use assessment data appropriately when developing social-emotional and behavioral goals for children with diverse backgrounds and needs.	3.82
	36. Demonstrates knowledge and skills needed to select and implement empirically supported models and strategies designed to promote mental health and life skills of children.	3.58
	Domain Mean Rating	3.65
2.5 School-Wide Practices to Promote Learning	5. Understands the school and systems structure and operates consistently with school policies and procedures.	4.08
	6. Demonstrates the ability to facilitate school policies and practices that promote supportive and effective learning environments.	3.75
	41. Demonstrates knowledge and skills needed to collaborate with others for the purpose of designing and implementing empirically supported practices and policies in areas such as discipline, instructional support, staff training, and school improvement activities.	3.80
	42. The intern demonstrates knowledge of empirically supported school practices that promote learning and mental health, prevent problems, and ensure positive and effective school organization and climate across diverse settings, contexts, and characteristics.	3.83
	43. Demonstrates knowledge of theories and empirical research related to population-based services designed to support prevention and early intervention.	3.58

	Domain Mean Rating	3.81
2.6 Preventive and Responsive Services	21. Is able to recognize precursors to affective and behavioral difficulties of students and initiate preventive measures in collaboration with others such as teachers, parents, and other mental health professionals.	3.75
	22. Demonstrates knowledge of and the ability to provide or contribute to prevention programs (e.g., stress management, teenage pregnancy, AIDS prevention, etc.) that promote the mental health and physical well-being of students.	3.50
	23. Demonstrates knowledge of empirically supported strategies for effective crisis preparation and intervention.	3.64
	44. Utilizes consultation and collaboration when designing prevention, early intervention, and crisis intervention services.	3.90
	Domain Mean Rating	3.70
2.7 Family-School Collaboration Services	7. Demonstrates practices that facilitate interactions and partnerships between schools and families.	3.83
	24. Demonstrates the ability to engage in effective, collaborative, professional relationships and interdisciplinary partnerships.	4.25
	25. Demonstrates knowledge of family systems and their influences on children's academic, motivational, cultural, mental health, and social characteristics.	3.83
	45. Demonstrates knowledge and skills needed to identify and address factors that have an impact on family-school-community interactions when developing and providing services for families.	3.50
	46. Utilizes data-based decision-making and problem-solving strategies to enhance the effectiveness of family-school collaborations and partnerships.	3.70
	Domain Mean Rating	3.82
2.8 Diversity in Development and Learning	1. Demonstrates knowledge of human diversity and the ability to establish a positive working relationship with clients, parents, and professionals with diverse backgrounds and cultures.	4.00
	2. Demonstrates sensitivity to diverse characteristics of clients when selecting, administering, and interpreting assessment measures and developing interventions.	4.00
	37. Demonstrates knowledge and skills needed to address diversity factors when designing, implementing, and evaluating services.	3.73
	38. Demonstrates knowledge of developmental and family issues and the influence of these issues on children's functioning within multicultural contexts.	3.75
	39. Demonstrates skills needed to develop appropriate assessment plans and accurately interpret assessment results for children and youth who are bilingual and bicultural.	3.89
	40. Designs and implements services that recognize individual differences in ability, backgrounds, and needs.	3.70
	Domain Mean Rating	3.85
2.9 Research and Program Evaluation	11. Demonstrates knowledge of measurement principles and psychometric standards and applies the knowledge when selecting & using assessment techniques as well as evaluating program effectiveness.	3.92
	15. Demonstrates knowledge of effective teaching techniques and recommends research-based, empirically proven, instructional strategies.	3.58
	26. Applies current research in the field to practice.	3.67
	47. Demonstrates the ability to evaluate and synthesize research findings as a foundation for effective service delivery.	3.82
	48. Demonstrates knowledge/skills in program evaluation methods at the individual, group, and systems levels.	3.45

	49. Demonstrates the ability to provide assistance in schools and other settings for analyzing, interpreting, and using empirical research findings for effective practices at the individual, group, and/or systems levels.	3.67
	Domain Mean Rating	3.69
2.10 Legal, Ethical, and Professional Practice	3. Demonstrates skills needed to recognize and avoid ethical dilemmas and remediate ethical violations.	4.25
	4. Demonstrates knowledge of ethical and professional standards and provides services consistent with these standards.	4.25
	28. Applies information and technology in ways that safeguard or enhance the quality of services.	4.00
	50. Demonstrates knowledge of local, state, and federal laws, rules and regulations and provides services consistent with them.	4.00
	51. Demonstrates knowledge of and applies multiple models and methods in school psychology service delivery.	4.00
	52. Demonstrates consistent enthusiasm for his/her position/profession and actively seeks out and participates in activities that promote professional development.	4.42
	Domain Mean Rating	4.15

Professional Dispositions

Items	Mean Ratings 2021-2022
54. Organizes time efficiently and meets obligations and deadlines.	4.42
55. Is punctual and dependable.	4.50
56. Demonstrates the ability to initiate and complete a variety of tasks appropriate to the setting.	4.25
57. Demonstrates the ability to handle stressful situations and conflicts constructively.	4.25
58. Demonstrates effective and reflective communication skills with parents, colleagues, staff, and supervisor(s).	4.42
59. Accepts suggestions and/or constructive criticisms from supervisor(s) and is willing to make changes.	4.67
60. Respects all persons and individual differences and is sensitive to the value systems of diverse groups.	4.58
61. Demonstrates behaviors that are consistent with the ideal of fairness.	4.50
62. Demonstrates behaviors that are consistent with the belief that all children can learn.	4.50
Mean Rating	4.45

Educational Leadership Data

Admissions Writing Prompt

2021-22 Data

Admission (3 Point Scale)	Male	Female	Cohort Average
PK-12 Principal Ed.D	n=5	n=7	n=12
Standard One: Mission, Vision, and Core Values Question: Describe how you have inspired a shared mission and vision of an organization.	1.6	2	1.8

Admission (3 Point Scale)	Male	Female	Cohort Average
Standard Two: Ethics and Professionalism Standard Six: Management of People, Data, and Processes Question: Describe one example from your own experience in which you identified the root cause of a complex problem and designed a plan to solve it.	1.33	2	1.75
Standard Three: Equity and Cultural Leadership Question: Describe how you have modeled equity-oriented inclusive leadership.	1.67	2	1.86
Standard Eight: Internship and Clinical Practice Question: Describe an experience in which you facilitated the inclusion of multiple perspectives and/or diversity of thought.	1.33	2	1.50
Standard Five: Community and External Leadership Question: Describe how you developed strong partnerships.	1.60	1.75	1.67
Standard Four: Instructional Leadership Standard Seven: Policy, Governance and Advocacy Question: Describe a time when you led a systemic change.	1.00	2	1.5

Admission (3 Point Scale)	Male	Female	Cohort Average
Superintendent	n=2	n=10	n=12
Standard One: Mission, Vision, and Core Values Question: Describe how you have inspired a shared mission and vision of an organization.	2.5	2.30	2.33
Standard Two: Ethics and Professionalism Standard Six: Management of People, Data, and Processes Question: Describe one example from your own experience in which you identified the root cause of a complex problem and designed a plan to solve it.	2.00	2.14	2.13

Admission (3 Point Scale)	Male	Female	Cohort Average
Standard Three: Equity and Cultural Leadership Question: Describe how you have modeled equity-oriented inclusive leadership.	2.00	2.20	2.17
Standard Eight: Internship and Clinical Practice Question: Describe an experience in which you facilitated the inclusion of multiple perspectives and/or diversity of thought.	ND	2.00	2.00
Standard Five: Community and External Leadership Question: Describe how you developed strong partnerships.	2.00	2.25	2.20
Standard Four: Instructional Leadership Standard Seven: Policy, Governance and Advocacy Question: Describe a time when you led a systemic change.	2.00	2.00	2.00

Admission (3 Point Scale)	Male	Female	Cohort Average
Curriculum Director	n=3	n=3	n=6
Standard One: Mission, Vision, and Core Values Question: Describe how you have inspired a shared mission and vision of an organization.	1.6	2	2.00
Standard Two: Ethics and Professionalism Standard Six: Management of People, Data, and Processes Question: Describe one example from your own experience in which you identified the root cause of a complex problem and designed a plan to solve it.	2.00	2.00	2.00
Standard Three: Equity and Cultural Leadership Question: Describe how you have modeled equity-oriented inclusive leadership.	2.00	2.00	2.00

Admission (3 Point Scale)	Male	Female	Cohort Average
Standard Eight: Internship and Clinical Practice Question: Describe an experience in which you facilitated the inclusion of multiple perspectives and/or diversity of thought.	2.00	2.00	2.00
Standard Five: Community and External Leadership Question: Describe how you developed strong partnerships.	2.00	2.00	2.00
Standard Four: Instructional Leadership Standard Seven: Policy, Governance and Advocacy Question: Describe a time when you led a systemic change.	2.00	2.00	2.00

SPED Director (Low Number/Population=2)

No data available

Internship PK-12 Principal Data USD Supervisor Rating 2021-22 Completers

NELP Standards Aligned

Standard	Count	Mean
Component 1.1 collaboratively communicates a school mission and vision designed to reflect a core set of values and priorities.	25	3.00
Component 1.2 leads improvement processes that include data use, design, implementation, and evaluation.	25	3.00
Component 2.1 reflects on, communicates about, cultivates, and models professional dispositions and norms.	25	3.08
Component 2.2 advocates for ethical and legal decisions.	25	3.04

Standard	Count	Mean
Component 2.3 models ethical behavior in personal conduct and relationships and cultivates ethical behavior in others.	25	3.16
Component 3.1 understands and demonstrates capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	25	3.28
Component 3.2 understands and demonstrates capacity to cultivate, and advocate for equitable access to educational resources and technologies.	25	3.24
Component 3.3 understands and demonstrates capacity to cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	25	3.20
Component 4.1 understands and can demonstrate capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs.	25	3.24
Component 4.2 understands and can demonstrate capacity to evaluate, instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.	25	3.20
Component 4.3 understands and can demonstrate capacity to evaluate accessible assessments that support data-informed instructional improvement and student learning.	25	3.20

Component 4.4 understands and can demonstrate capacity to implement the school's curriculum, instruction, technology, and assessment practices in a coherent, equitable, and systematic manner.	25	3.20
Component 5.1 understands and demonstrates capacity to collaboratively engage diverse families in strengthening student learning in and out of school.	25	3.20
Component 5.2 understands and demonstrates capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	25	3.20

Standard	Count	Mean
Component 5.3 understands and demonstrates capacity to communicate within the larger community, and political contexts when advocating for the needs of their school and community.	25	3.20
Component 6.1 understands and demonstrates capacity implement management, communication, technology, school-level.	25	3.08
Component 6.2 understands and demonstrates capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan.	25	3.12

Standard	Count	Mean
Component 6.3 understands and demonstrates capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	25	3.12
Component 7.1 understands and has capacity to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	25	3.08
Component 7.2 understands and has capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention.	25	3.08

Standard	Count	Mean
Component 7.3 understands and has capacity to personally engage in, and collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership.	25	3.08
Component 7.4 understands and has the capacity to evaluate, develop and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	25	3.04

Internship PK-12 Superintendent Data Mentor Rating 2021-2022

NELP Aligned

Standard	Count	Mean
Component 1.1 collaboratively communicates a school mission and vision designed to reflect a core set of values and priorities.	8	3.44
Component 1.2 leads improvement processes that include data use, design, implementation, and evaluation.	8	3.50
Component 2.1 reflects on, communicates about, cultivates, and models professional dispositions and norms.	8	3.88
Component 2.2 advocates for ethical and legal decisions.	8	3.75
Component 2.3 models ethical behavior in personal conduct and relationships and cultivates ethical behavior in others.	8	4.00

Standard	Count	Mean
Component 3.1 understands and demonstrates capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	8	4.00
Component 3.2 understands and demonstrates capacity to cultivate, and advocate for equitable access to educational resources and technologies.	8	3.75
Component 3.3 understands and demonstrates capacity to cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	8	3.59

Standard	Count	Mean
Component 4.1 understands and can demonstrate capacity to evaluate, develop, and implement high- quality, technology-rich curricula programs.	8	3.63
Component 4.2 understands and can demonstrate capacity to evaluate, instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.	8	3.75
Component 4.3 understands and can demonstrate capacity to evaluate accessible assessments that support data-informed instructional improvement and student learning.	8	3.50

Standard	Count	Mean
Component 4.4 understands and can demonstrate capacity to implement the school's curriculum, instruction, technology, and assessment practices in a coherent, equitable, and systematic manner.	8	3.50
Component 5.1 understands and demonstrates capacity to collaboratively engage diverse families in strengthening student learning in and out of school.	8	3.38
Component 5.2 understands and demonstrates capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	8	3.50

Standard	Count	Mean
Component 5.3 understands and demonstrates capacity to communicate within the larger community, and political contexts when advocating for the needs of their school and community.	8	3.38
Component 6.1 understands and demonstrates capacity implement management, communication, technology, school-level.	8	3.50
Component 6.2 understands and demonstrates capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan.	8	3.50
Component 6.3 understands and demonstrates capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	8	3.75

Standard	Count	Mean
Component 7.1 understands and has capacity to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	8	3.88
Component 7.2 understands and has capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention.	8	3.50
Component 7.3 understands and has capacity to personally engage in, and collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership.	8	3.63
Component 7.4 understands and has the capacity to evaluate, develop and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	8	3.50

Praxis 6990 School Leader Licensure Exam

2021-2022 Graduates test

cut off score= 146

Completers that took test= 25

Description	Average	Percentage
Strategic Leadership Cohort Ave	13.04	80%
possible points	16.38	
Instructional Leadership Cohort Ave	17.16	75%
possible points	23.00	
Climate and Cultural Leadership Cohort Ave	12.68	71%
possible points	17.88	
Ethical Leadership Cohort Ave	10.96	71%
possible points	16.00	

Description	Average	Percentage
Organizational Leadership Cohort Ave	8.96	69%
possible points	12.25	
Community Engagement Lead Cohort Ave	8.24	64%
possible points	12.88	
Analysis of Constructed Response Cohort Ave	17.08	71%
possible points	24.00	

Data by Gender

Male=8

Female=17

Description	Average	Percentage
Strategic Leadership Cohort Ave possible points 16.38	Male	Female
	12.75	13.18
Instructional Leadership Cohort Ave possible points 23.00	Male	Female
	17.63	16.94
Climate and Cultural Leadership Cohort Ave possible points 17.88	Male	Female
	12.00	13.00
Ethical Leadership Cohort Ave possible points 16.00	Male	Female
	12.00	10.47
Organizational Leadership Cohort Ave possible points 12.25	Male	Female
	8.38	9.24
Community Engagement Lead Cohort Ave possible points 12.88	Male	Female
	7.88	8.41
Analysis of Constructed Response Cohort Ave possible points 24.00	Male	Female
	16.5	17.35

CAEP Accountability Initial and Advanced Measure 4

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

The state of South Dakota's Board of Regents tracks graduate placement in state one year after graduation. The data is one year behind the CAEP Annual reporting measures' data cycle expectation. Currently, the site is under construction. Programs provided their tracking of graduate numbers for this report.

<https://www.sdbor.edu/dashboards/Pages/GraduatePlacement.aspx>

Because the site is no longer active, the EPP relied on programs' tracking of their candidates. Education leadership has not been tracking employment of candidates due to the fact that many graduates are employed as teachers before/during and at graduation of program and choose to stay as teachers. Education leadership is working to put together a plan to track its graduates.

Advanced Programs

School Psychology 2021-22 graduates

The placement rate for School Psychology (including Counseling) is 42% of graduates are employed in South Dakota as school psychologists. The number of graduates is 12 with 5 of them gaining employment in South Dakota. All others (7) are employed in area states such as Iowa and Nebraska.

School Leadership

The placement rate for the EPP's Educational administration completers was 81.5% in South Dakota according to the SDBOR Graduate Placement Dashboard for fiscal year 2019-2021. There were 287 graduates. Graduates not employed in South Dakota are not counted in the percentage employed.

SDBOR Graduate Placement Dashboard

In-State Placement One Year After Graduation

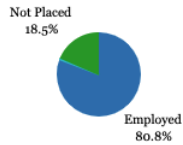
University:
 Graduation Year:
 Degree Level:
 State of Origin:
 SDOS Award:
 Major Category:
 Major:

Total Graduates:
(Last five years)

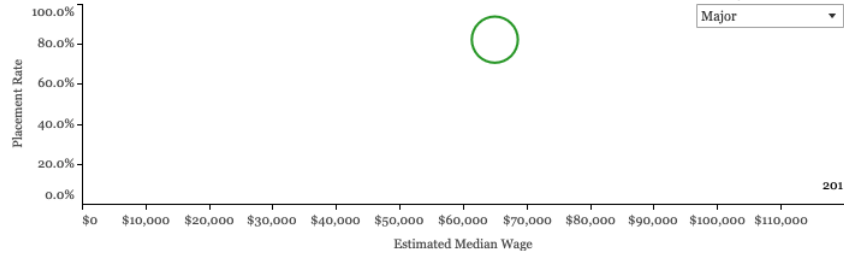
287

Percent Placed:
(in South Dakota)

81.5%

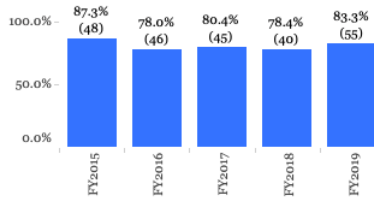


SD Placement Rates and Wages by Major *(Click circles to see detailed data)*

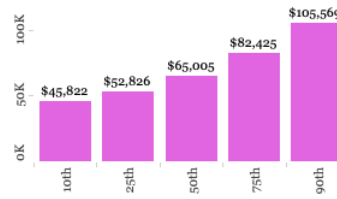


Show by:

Placed by Grad Year
(in South Dakota)



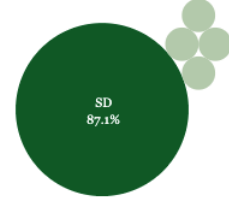
Wage Percentiles
(in South Dakota)



Top Industries
(in South Dakota)



Top College States
(in United States)



Initial Programs

Teacher Education 2021-22

Teacher Residency & Education tracks completers after graduation in order to gather data concerning preparation one year after graduation. Residency instructors, advisors and CSPPS request graduates to disclose where they will be employed during their first year of teaching. Candidates are tracked in all states. In the 2021-22 graduating cohorts 102 of 126 graduates reported having accepted a teaching position (81%). Of the 24 candidates that had no response, there were none that indicated that they could not find a position.