



AAQEP Annual Report for 2020

For instructions on how to complete this report, who should complete which sections, and how to submit the final report, please refer to [this guidance document](#).

Provider/Program Name:

Bemidji State University

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):

6/30/2026

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

Bemidji State University serves over 5,100 students in undergraduate, graduate and online degree programs. The university began in 1919 as Bemidji Normal School with 38 students. It was renamed Bemidji State Teachers College in 1921 after being chartered by the Minnesota State Legislature to offer teacher training as its primary program. Reflecting ongoing changes in the curriculum, the school was renamed Bemidji State College in 1957. In 1975, in recognition of its growing role as a multi-purpose educational institution, it became Bemidji State University.

The Department of Professional Education is now is the third largest program at Bemidji State University, with students earning degrees in Elementary Education, Secondary Education, K-12 Education, and Special Education (an online graduate program). Its

conventional program is based on-campus in Bemidji, Minnesota but the department does have a PEDL (Professional Education Distance Learning) umbrella program, made up of two sub-programs, based in the Twin Cities. One is the DLiTE program, an undergraduate, elementary education program. The second is the FasTrack program, a graduate, secondary education program for students who already have a non-education degree. Additionally, BSU's FasTrack- Special Education and Special Education graduate degrees are offered online to students in both the FasTrack and Campus programs. The Education Department is currently accredited by Association for Advancing Quality in Educator Preparation (AAQEP), the State of Minnesota's Professional Educator Licensing and Standards Board (PELSB), and the Higher Learning Commission (HLC).

Bemidji State University's vision is that "We educate people to lead inspired lives." Our mission is that "We create an innovative, interdisciplinary and highly accessible learning environment committed to student success and a sustainable future for our communities, state and planet. Through the transformative power of the liberal arts, education in the professions, and robust engagement of our students, we instill and promote service to others, preservation of the earth, and respect and appreciation for the diverse peoples of our region and world."

The Department of Professional Education's mission is that "BSU prepares teachers through inquisitive, involved and reflective practice. The framework outlining our program sets a standard that is rigorous, exemplary and innovative. The curricular structure is research- based and organized around Standards of Effective Practice. Graduates are proficient, collaborative, technologically literate and environmentally aware teachers who work effectively in various settings with diverse learners." As stated in our department's Conceptual Framework, our central aim is to 'produce effective teachers who are reflective professionals and champions of multicultural understanding, civic engagement and environmental stewardship.'

Public Posting URL

If the provider is publicly posting data from this report, that information can be found at the following URL (web address):

<https://www.bemidjistate.edu/academics/departments/professional-education/about/accreditation/>

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2019-2020

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2019-20
Conventional: Bachelor's	Elementary Education License	90	49
Conventional: Bachelor's	Elementary Education: Middle Level English Endorsement	3	3
Conventional: Bachelor's	Elementary Education: Middle Level Math Endorsement	14	8
Conventional: Bachelor's	Elementary Education: Middle Level Science Endorsement	1	1
Conventional: Bachelor's	Elementary Education: Middle Level Social Studies Endorsement	4	0
Conventional: Bachelor's	Elementary Education: Preprimary Endorsement	37	16
Conventional: Bachelor's	English Education License	13	5
Conventional: Bachelor's	Math Education License	18	3
Conventional: Bachelor's	Music: Vocal Education License	2	3
Conventional: Bachelor's	Music: Instrumental Education License	5	1
Conventional: Bachelor's	Social Studies Education License	24	8
Conventional: Bachelor's	Science: Chemistry Education License	4	0
Conventional: Bachelor's	Science: Earth Space Education License	2	0

Conventional: Bachelor's	Science: Life Science Education License	11	3
Conventional: Bachelor's	Science: Physics Education License	1	0
Conventional: Bachelor's	Health Education License	20	8
Conventional: Bachelor's	Physical Education License	24	10
DLiTE: Bachelor's	Elementary Education License	117	36
DLiTE: Bachelor's	Elementary Education: Middle Level English Endorsement	17	0
DLiTE: Bachelor's	Elementary Education: Middle Level Math Endorsement	9	0
DLiTE: Bachelor's	Elementary Education: Middle Level Science Endorsement	5	1
DLiTE: Bachelor's	Elementary Education: Middle Level Social Studies Endorsement	8	1
DLiTE: Bachelor's	Elementary Education: Preprimary Endorsement	24	3
FasTrack: Post-Baccalaureate	English Education License	10	1
FasTrack: Post-Baccalaureate	Math Education License	7	1
FasTrack: Post-Baccalaureate	Social Studies Education License	8	4
FasTrack: Post-Baccalaureate	Science: Chemistry Education License	4	2
FasTrack: Post-Baccalaureate	Science: Earth Space Education License	3	0
FasTrack: Post-Baccalaureate	Science: Life Science Education License	8	4
FasTrack: Post-Baccalaureate	Science: Physics Education License	1	0
FasTrack: Post-Baccalaureate	Health Education License	12	2
FasTrack: Post-Baccalaureate	Physical Education License	14	1

Conv-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement	26	7
Conv-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement	21	6
Conv-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement	22	5
FasTrack-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement	4	2
FasTrack-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement	39	9
FasTrack-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement	31	6
Natrona-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement	0	0
Natrona-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement	0	0
Natrona-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement	0	0
DAPE: Certificate Only	DAPE: License	18	16
Reading: Certificate Only	Reading; License	0	0
Health Certificate	Health Add-On: License	0	8
Special Education: Certificate Only	Autism Spectrum Disorder (ASD): License	11	2
Special Education: Certificate Only	Education Behavioral Disorder (EBD): License	4	3
Special Education: Certificate Only	Specific Learning Disability (SLD): License	12	4
TOTALS:		708	242

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

N/A

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

<p>1. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.</p>											
<p>BSU's Professional Education program has 500 enrolled, unduplicated individuals.</p>											
<p>2. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p>											
<p>BSU's Professional Education program has 191 unduplicated completers.</p>											
<p>3. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>											
<p style="text-align: center;">2019-2020 Licensure Break-Down</p> <table border="1"> <tr> <td>Number of Duplicated Initial Licenses</td> <td>191</td> </tr> <tr> <td>Number of Unduplicated Initial Licenses</td> <td>149</td> </tr> <tr> <td>Number of Duplicated Add-On Licenses</td> <td>38</td> </tr> <tr> <td>Number of Unduplicated Add-On Licenses</td> <td>34</td> </tr> <tr> <td>Number of Unduplicated Out-of-State Licenses</td> <td>12</td> </tr> </table>		Number of Duplicated Initial Licenses	191	Number of Unduplicated Initial Licenses	149	Number of Duplicated Add-On Licenses	38	Number of Unduplicated Add-On Licenses	34	Number of Unduplicated Out-of-State Licenses	12
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4. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

Associated with unavoidable COVID-19 related delays, BSU's Office of Institutional Research & Effectiveness has been unable to pull this information. The Department did not track this data element in the past and since the COVID-19 pandemic shutdown, the IR office has been inundated with administrator requests. They are also experiencing issues with system access as they work remotely. We are hopeful that once the IR staff members have the needed resources, access issues are resolved and administrator requests subside, we can work with them to develop these queries and obtain this information.

5. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

The State of Minnesota's Professional Educator Licensing and Standards Board (PELSB) requires that candidates complete and receive an edTPA score; however, teacher candidates are not held to a specific pass rate to obtain their license. 100% of Bemidji State University's student teachers completed the edTPA in 2019-2020, thereby, meeting the state's current edTPA requirements.

6. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

137 of 183 student completed the Exit Survey in 2019-2020, for a 74.9% response rate. The Department focused on common themes found amongst the qualitative comment data as well as comparing those with themes found in the quantitative data.

Strengths and Areas of Improvement identified by students across the programs included:

Strengths:

- Conventional:
 - Students recognized efforts being made to improve programs and field experience
- DLiTE/FasTrack:
 - Flexibility for nontraditional students
 - Accommodations for Tier 2 candidates
 - Clarity in sequence of courses
- Special Education:
 - Flexibility for nontraditional students
 - Availability of instructors and willingness to help

Areas of Improvement

- Conventional:
 - Practicums should be more intentional
 - Next Steps: The Field Experience Committee is reviewing the Field Experience structure and process to determine what, if any, changes should be made.

- edTPA preparation should be introduced in earlier courses
 - Next Steps: We have already begun introducing the edTPA in ED 3100 and ED 3350. Additionally, the three Key Assessments students complete during their time in the program were restructured to be aligned with the edTPA. The following groups of student teachers will fully understand the requirements for successfully completing the edTPA and Key Assessments.
- SEP courses are largely focused on the elementary scope and should incorporate more of the secondary scope
 - Next Steps: Students already receive secondary instruction primarily in content courses; however, the SEP Committee is reviewing ways to make secondary a stronger focus within the SEP courses.
- DLiTE:
 - IEPs and Differentiation Strategies should be discussed in greater depth
 - Next Steps: ED 3780 currently discusses IEPs and Differentiation Strategies, but the course is being reviewed by the instructor to incorporate greater focus on these items.
 - Additional information should be provided regarding uploading files to D2L (Learning Management System) and Taskstream
 - Next Steps: Guides have recently been created regarding the process of submitting files. Hopefully, the next group of students will have fewer misconceptions about the process.
 - Additional support for Student Teaching
 - Next Steps: The DLiTE Faculty and Coordinator are in current conversations discussing how to provide more support for students completing student teaching. In addition, the PEDL clinical coordinator is working with university supervisors, cooperating teachers, and students to share information about student teaching and to improve communication processes. Also, Taskstream and D2L Brightspace are continuously being used to better support student teachers.
- FasTrack:
 - Condense the number of courses in the program to be more comparable to other universities' nontraditional programs
 - Next Steps: the FasTrack coordinator will work with other PEDL faculty to brainstorm strategies to shorten program. Plan to move ED 5140 Human Relations to the summer for spring cohort program starters to lesson demand on fall semester load.
 - Incorporate additional video and audio instruction
 - Next Steps: FasTrack instructors have already increased video and audio throughout their courses to explain course assignments, provide an overview of weekly activities, and to give lectures or review content.
- Special Education:
 - Some courses within the sequence were cancelled
 - Next Steps: Courses were cancelled due to low enrollment numbers. A new streamlined Rotation Schedule has already been created and is currently being implemented.
 - More advising assistance is needed to navigate the course sequence related to the Master's program

- Next Steps: The Plans of Study were revised to explain the sequence and process in more depth.

7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Our program completers are evaluated by their employers using the *NeXT Common Metrics Administrator/Principal Survey*, chosen and mandated by the State of Minnesota’s Professional Educator Licensing and Standards Board (PELSB). PELSB releases an *Employment Educator Report* from which Minnesota Institutions gather employer contact information to distribute these surveys. Unfortunately, related to COVID-19 issues, PELSB was unable to release the *Employment Educator Report* in Spring 2020. Thus, PELSB exempted Minnesota Institutions from the Administrator/Principal Survey requirement for the 2019-2020 year.

8. **Employment (and/or more schooling) rates** for the immediate prior year’s completers, if known.

According to PELSB’s Employment Educator Report, 100 out of 183 of our 2018-2019 program completers were employed as K-12 teachers in Minnesota in 2019-2020, resulting in an employment rate of 54.6%.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
MTLE Exams	Candidates are required to take the NES Basic Skills exams but are not required to pass them. Candidates are expected to take and pass the MTLE pedagogy and content exams before program completion.	Candidates are not able to apply for admittance into the program until they have provided proof that they have completed either the NES exams or a PELSB approved alternative test, such as the ACT with English/Writing. The MTLE Pedagogy and Content Exams are expected to be taken and passed before completing the program; however, a candidate could choose to wait to take

these exams until after graduation. Depending on which Minnesota Tier License the candidate is applying for, our Licensing Certification Officer does not recommend a teacher candidate for licensure until they have taken and/or passed the required tests.

It should be noted that the Pearson Testing Sites were closed due to COVID-19 for most of Spring 2020. This has resulted in a lower number of candidates taking the MTLEs than in a normal year. In 2019-2020, pass rates for the Pedagogy and Content tests were the following:

Exam	# of Takers	Pass Rate
Pedagogy: Elementary	88	87.5%
Pedagogy: Secondary	42	80.95%
Chemistry	3	100%
Comm Arts/Lit	4	75%
Earth/Space	2	100%
Elementary Education	99	69.7%
Health	21	100%
Instrumental Music	1	100%
Life Science	8	50%
Math	4	50%
ML Comm Arts/Lit	3	100%
ML Math	7	28.57%
ML Science	8	100%
ML Social Studies	1	100%
Physical Education	14	100%
Physics	1	0%

		<table border="1"> <tr> <td>PrePrimary</td> <td>15</td> <td>33.33%</td> </tr> <tr> <td>Social Studies</td> <td>9</td> <td>77.78%</td> </tr> <tr> <td>Special Education</td> <td>47</td> <td>89.36%</td> </tr> <tr> <td>Vocal Music</td> <td>2</td> <td>100%</td> </tr> </table>	PrePrimary	15	33.33%	Social Studies	9	77.78%	Special Education	47	89.36%	Vocal Music	2	100%
PrePrimary	15	33.33%												
Social Studies	9	77.78%												
Special Education	47	89.36%												
Vocal Music	2	100%												
Key Assessments	Candidates are expected to complete 3 Key Assessments within their program.	<p>After BSU's site visit with PELSB in Spring 2019, it was determined that the Key Assessments our programs had set in place were not in compliance with PELSB's expectations. Key Assessments are defined as <i>required assignments that provide us with data to identify needed program improvements</i>. We spent Fall 2019 restructuring these assessments so that our data will be more useful and aligned with program improvement analyses. Furthermore, it is now department procedure that if a candidate does not submit their Key Assessment within Taskstream they receive an Incomplete in the respective class. This omittance must be addressed within one regular term. Therefore, we can be confident that each candidate has completed the Key Assessments within the designated program courses by the time they graduate.</p> <p>The Key Assessment has been restructured to center on a Lesson Plan aligned to the various rubrics of the edTPA. Candidates complete these Lesson Plans based on the content area(s) they are pursuing.</p> <p>After reviewing Spring 2020 data, we found that our students consistently scored lowest on <i>Academic Language</i></p>												

		and <i>Differentiation</i> . This finding aligns with the scores that our student teachers receive on the <i>edTPA Academic Language and Differentiation</i> rubrics. Faculty determined that a focus on Academic Language and Differentiation must be addressed in education courses.
Dispositions	Teacher candidates are expected to receive an average Disposition score of 3.0 in order to student teach.	Disposition Forms are sent to Cooperating Teachers after each Campus, DLiTE, and FasTrack candidate's placement. They are scored on a scale of 1-4 in four areas: Dedication/Responsibility, Compassion, Curiosity, and Integrity. The average score of these four areas is considered their <i>Disposition Point Average</i> , or DPA. It is expected that the students will have an average DPA of 3.0 throughout their three semesters before student teaching. The department started the implementation of a DPA in Fall 2018 and are only now requiring the 3.0 average because our graduating students have now gone through three semesters. We did have had a few students who did not reach this 3.0 mark, but each one had a limited number of Dispositions completed and were thus required to meet with the Director of Clinical Experiences before being allowed to student teach. The Conventional program's overall DPA for 2019-2020 was 3.54. PEDL's Overall DPA for 2019-2020 was 3.33.
edTPA	Candidates are expected to score a 2.0 or higher in 14 of the 15 rubrics.	The department separates the edTPA scores by Conventional program and

		<p>PEDL (DLiTE, FasTrack, and Special Education). In 2019-2020, Campus had a total of 85 candidates complete the edTPA, with 7 receiving a 1.0 on 2 or more rubrics. PEDL had a total of 64 candidates complete the edTPA, with 10 receiving a 1.0 on 2 or more rubrics. These candidates all completed remediation with a faculty member in their content area before receiving a passing grade for student teaching.</p>
<p>Common Metrics Surveys</p>	<p>Candidates are expected to complete the Common Metrics Surveys during their last semester in the program and also after their first-year teaching.</p>	<p>The Common Metrics Surveys are voluntary; however, we ask that our student teachers complete the Exit Survey in Taskstream before they finish the semester and ask first-year teachers to complete the Transition-to-Teaching survey through email. In 2019-2020, we had 183 student teachers, with 137 completing the survey in their last semester, for a response rate of 74.86%. The Transition-to-Teaching Survey was sent to 184 alumni, with 17 completing the survey, for a response rate of .09%</p> <p>Additional Information: Bemidji State University has historically had a low response rate on the Transition-to-Teaching survey, as have other Minnesota Colleges and Universities. This is a topic often discussed at the <i>Minnesota Association of Colleges for Teacher Education (MACTE)</i> Conference multiple times a year as institutions share what they are doing to try and increase these response rates. We will continue</p>

		collaborating with these individuals and work towards growing our Alumni engagement and increase our response rates on the Transition-to-Teaching survey. Additionally, BSU Professional Education faculty discussed various methods for increasing our response rates at a September 2020 Data Day, including calling alumni before sending the survey and creating an alumni group Facebook or D2L page to remain in contact with these individuals.
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
edTPA	Candidates are expected to score a 2.0 or higher in 14 of the 15 rubrics.	The department separates the edTPA scores by Conventional program and PEDL (DLiTE, FasTrack, and Special Education). In 2019-2020, Campus had a total of 85 candidates complete the edTPA, with 7 receiving a 1.0 on 2 or more rubrics. PEDL had a total of 64 candidates complete the edTPA, with 10 receiving a 1.0 on 2 or more rubrics. These candidates all completed remediation with a faculty member in their content area before receiving a passing grade for student teaching.
Common Metrics Surveys	Candidates are expected to complete the Common Metrics Surveys during their last	The Common Metrics Surveys are voluntary; however, we ask that our student teachers complete the Exit

	<p>semester in the program and also after their first-year teaching.</p>	<p>Survey in Taskstream before they finish the semester and ask first-year teachers to complete the Transition-to-Teaching survey through email. In 2019-2020, we had 183 student teachers, with 137 completing the survey in their last semester, for a response rate of 74.86%. The Transition-to-Teaching Survey was sent to 184 alumni, with 17 completing the survey, for a response rate of .09%</p> <p>Additional Information: Bemidji State University has historically had a low response rate on the Transition-to-Teaching survey, as have other Minnesota Colleges and Universities. This is a topic often discussed at the <i>Minnesota Association of Colleges for Teacher Education (MACTE)</i> Conference multiple times a year as institutions share what they are doing to try and increase these response rates. We will continue collaborating with these individuals and work towards growing our Alumni engagement and increase our response rates on the Transition-to-Teaching survey. Additionally, BSU Professional Education faculty discussed various methods for increasing our response rates at a September 2020 Data Day, including calling alumni before sending the survey and creating an alumni group Facebook or D2L page to remain in contact with these individuals.</p>
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5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

Program Accomplishments:

Bemidji State University recently partnered with the Red Lake School District in creating \$92,000 of Minnesota Indian Teaching Training Program grants to American Indian students in the Education field. These scholarships will include \$1,500 in tuition, a \$400 book stipend and a \$3,000 living stipend per semester. In Fall 2020, eight students are being funded by the program, with five on track to join BSU's Education teaching program. More information about the grant can be found at <https://www.bemidjistate.edu/news/2020/09/03/decolonizing-education-minnesota-indian-teaching-training-program-available-for-indigenous-students/>

- The Professional Education Department is currently working on developing an Early Childhood licensure program and Special Education: Academic Behavioral Strategist program. These are two highly needed areas in Minnesota, which the department receives many inquiries from potential candidates about.
- A Director of Accreditation and Assessment position was created in Fall 2019. Previously, the responsibilities of accreditation and assessment were added on to faculty duties. This should allow for more consistent reporting and data practices.
- PEDL has received positive feedback from mentors that candidates are supporting the work of their K-12 mentors via online settings. The PEDL program has been discussing incorporating a *Mentor Satisfaction Survey* to analyze quantitative data on this matter or adding additional questions to the existing Disposition Survey that mentor teachers already complete.
- Associated with COVID-19, additional technology is being used in Field Experience settings and course teachings. The department has successfully incorporated providing guidance to students on creating interactive components with lessons being provided via Zoom and Google Meets. Advising is also being held over Zoom, with some faculty planning to continue this process after the pandemic, based on its success.
- The Special Education Department is in the process of implementing a certificate that students would earn after completing the core courses. The department plans to use this as a retention tool.

Current Challenges:

- COVID-19 has presented various challenges regarding field experience placements. The Clinicals Office is continuing to contact school districts for placements but is also following PELSB guidelines in providing alternative experiences, such as watching videos of lessons and writing reflections on these videos. Because of the virtual teaching opportunities, the conventional program was able to take advantage of working with rural schools further outside of Bemidji than they normally place candidates.

- Associated with COVID-19, face-to-face courses were moved online mid-semester in Spring 2020. Despite the various challenges this created (adjusting course presentations and assignments), the Professional Education Department faculty successfully completed their courses in this online setting and planned for Fall 2020 courses to be taught in the same mode,
- PEDL usually holds two mandatory, face-to-face weekend sessions at the beginning and end of the semester for their online students. Due to COVID-19, these sessions were moved to Zoom.
- The Clinicals Office usually holds a mandatory in-person Student Teaching Orientation at the beginning of the semester. Due to COVID-19, this orientation was moved to Zoom.
- The Professional Education Department is currently on Conditional Approval with PELSB. The department submitted a Unit Compliance Report to PELSB in April 2020, addressing the standards that PELSB deemed as Unmet during their Spring 2019 site visit. PELSB determined that the department has enacted most of the needed changes but would like to see a cycle of data supporting new processes. The department's Assessment Committee is working to meet the remaining standards and will submit another Unit Compliance Report to PELSB in April 2021.

Current Priorities:

- The Professional Education Department's top priority is to be fully approved by PELSB. As described above in current challenges, the department's Assessment Committee is working to meet the remaining standards.
- The Department is working to increase the edTPA scores of its student teachers. edTPA data is analyzed by faculty every semester and areas of improvement are identified. Although there will be a lack of full edTPA data for 2020-2021, due to COVID-19, BSU has an alternative edTPA in place. This alternative edTPA is aligned to various edTPA rubrics and is being assessed internally by faculty within content areas. Analysis of the Fall 2020 data will be conducted on a Duty Day in Spring 2021.
- The Professional Education Diversity Committee is working to increase faculty cultural competency and have created a common read: *White Fragility: Why it's so hard for white people to talk about racism* by Robin Diangelo.
- The Professional Education Department is continuing to advocate to administration for a database. It currently uses Taskstream and spreadsheets to monitor candidate progress and verify completion; however, a database would ensure more efficient reporting of these items.
- Key Assessments were restructured Fall 2019, with implementation Spring 2020. The new Key Assessments are Lesson Plans written by students to their content and scope and are aligned to edTPA rubrics.

Innovations:

- The Professional Education Department is focusing on increasing its American Indian content and awareness across the curriculum. One avenue this is being completed is through a new American Indian course, *Teaching American Indian Students*, with a potential pilot date of Fall 2021. There have been discussions about changing the name of the course to an Ojibwe word/phrase. In the event the department pursues this change, proper Ojibwe protocol would be followed by offering asema (tobacco) and a gift to a spiritual advisor/elder who has the right to give Ojibwe names. This advisor would then pray with the offering and give instructions to the department on next steps to use the name.
- The Special Education Department was approved to add a previously piloted course to their curriculum, SPED 6640 *Advanced Strategies*. This course teaches effective teaching strategies of diverse learners.

Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Margaret Lubke, <i>Director of Accreditation and Assessment</i> Amanda Chesley, <i>Research Analyst</i>	Dr. MaryTheresa Seig, <i>Dean of College or Arts, Education, and Humanities</i>

Date sent to AAQEP:

12/28/2020