



## AAQEP Annual Report for 2022

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 included in its AAQEP review.

Bemidji State University serves approximately 5,000 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 currently the third largest program at Bemidji State University, with 184 students (based on 2021-22 data) earning licensures and 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. The Department also has a PEDL (Professional Education Distance Learning) umbrella program based in Minneapolis-St. Paul that is

made up of two sub-programs: one is the DLiTE program, an undergraduate, elementary education program and 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 Conventional-Special Education graduate licensure programs and the MSPD master's degree are offered online to students in both the FasTrack and Conventional programs. The Department of Professional Education is currently accredited by the 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: "We educate people to lead inspired lives." Its mission is: "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 the Department's Conceptual Framework, the central aim is to "produce effective teachers who are reflective professionals and champions of multicultural understanding, civic engagement and environmental stewardship."

### **Public Posting URL**

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.bemidjistate.edu/offices/teacher-education/about/accreditation/>

## 2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022**

<b>Degree or Certificate</b> granted by the institution or organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> enrolled in most recently completed academic year (12 months ending 05/22)	<b>Number of Completers</b> in most recently completed academic year (12 months ending 05/22)
<i><b>Programs that lead to initial teaching credentials</b></i>			
Conventional: Bachelor of Science	Elementary Education License (Grades K-6)	81	24
Conventional: Bachelor of Science	Elementary Education: Middle Level English Endorsement (Grades 5-8)	14	2
Conventional: Bachelor of Science	Elementary Education: Middle Level Math Endorsement (Grades 5-8)	22	7
Conventional: Bachelor of Science	Elementary Education: Middle Level Science Endorsement (Grades 5-8)	4	0
Conventional: Bachelor of Science	Elementary Education: Middle Level Social Studies Endorsement (Grades 5-8)	13	2
Conventional: Bachelor of Science	Elementary Education: Preprimary Endorsement (Age 3-PreK)	52	19
Conventional: Bachelor of Science	English Education License (Grades 5-12)	18	5
Conventional: Bachelor of Science	Math Education License (Grades 5-12)	24	3
Conventional: Bachelor of Science	Music: Vocal Education License (Grades K-12)	11	1

Conventional: Bachelor of Science	Music: Instrumental Education License (Grades K-12)	6	2
Conventional: Bachelor of Science	Social Studies Education License (Grades 5-12)	38	5
Conventional: Bachelor of Science	Science: Chemistry Education License (Grades 9-12)	3	0
Conventional: Bachelor of Science	Science: Earth Space Education License (Grades 9-12)	1	0
Conventional: Bachelor of Science	Science: Life Science Education License (Grades 9-12)	13	1
Conventional: Bachelor of Science	Science: Physics Education License (Grades 9-12)	1	0
Conventional: Bachelor of Science	Health Education License (Grades 5-12)	28	9
Conventional: Bachelor of Science	Physical Education License (Grades K-12)	31	9
DLiTE: Bachelor of Science	Elementary Education License (Grades K-6)	105	35
DLiTE: Bachelor of Science	Elementary Education: Middle Level English Endorsement (Grades 5-8)	23	3
DLiTE: Bachelor of Science	Elementary Education: Middle Level Math Endorsement (Grades 5-8)	8	0
DLiTE: Bachelor of Science	Elementary Education: Middle Level Science Endorsement (Grades 5-8)	13	1
DLiTE: Bachelor of Science	Elementary Education: Middle Level Social Studies Endorsement (Grades 5-8)	9	1
DLiTE: Bachelor of Science	Elementary Education: Preprimary Endorsement (Age 3-PreK)	29	5
FasTrack: Post-Baccalaureate	English Education License (Grades 5-12)	8	1

FasTrack: Post-Baccalaureate	Math Education License (Grades 5-12)	9	3
FasTrack: Post-Baccalaureate	Social Studies Education License (Grades 5-12)	20	6
FasTrack: Post-Baccalaureate	Science: Chemistry Education License (Grades 9-12)	6	1
FasTrack: Post-Baccalaureate	Science: Earth Space Education License (Grades 9-12)	5	0
FasTrack: Post-Baccalaureate	Science: Life Science Education License (Grades 9-12)	8	2
FasTrack: Post-Baccalaureate	Science: Physics Education License (Grades 9-12)	4	1
FasTrack: Post-Baccalaureate	Health Education License (Grades 5-12)	12	2
FasTrack: Post-Baccalaureate	Physical Education License (Grades K-12)	24	2
FasTrack-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement (Grades B-12)	48	5
FasTrack-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement (Grades K-12)	47	13
FasTrack-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement (Grades K-12)	36	7
Total for programs that lead to initial credentials		774	153
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
Conv-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement (Grades B-12)	8	1
Conv-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement (Grades K-12)	11	2
Conv-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement (Grades K-12)	12	6

Developmental Adapted Physical Education (DAPE): Certificate	DAPE: License (Grades B-12)	43	13
Health: Certificate	Health Add-On: License (Grades 5-12)	7	2
Total for programs that lead to additional/advanced credentials		81	24
<b>Programs that</b>			
Master of Special Education: Master's degree		25	24
Total for additional programs		25	24
TOTAL enrollment and productivity for all programs		880	201
Unduplicated total of all program candidates and completers		683	184

### 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.)

Bemidji State University did not add or discontinue any teacher preparation programs in the 2021-2022 year.

### 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**

A. **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.

The unduplicated count of students enrolled in Bemidji State University's teacher education programs during academic year 2021-2022 is 683 students.

**B. 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.

The unduplicated count of students who earned at least one credential during academic year 2021-2022 is 184 students.

**C. Number of recommendations** for certificate, license, or endorsement included in Table 1.

Mirroring the classifications included in Table 1, the table below (Table A) includes the counts for all certificate, license, or endorsement recommendations issued during academic year 2021-2022 (05/17/2021 to 05/05/2022).

**Table A. Certificate, License, or Endorsement Recommendations Completed in 2021-2022**

<b>Degree or Certificate</b> granted by the institution/organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Recommendations in 2021-22</b>
Conventional: Bachelor's degree	Elementary Education License	30
Conventional: Bachelor's degree	Elementary Education: Middle Level English Endorsement	0
Conventional: Bachelor's degree	Elementary Education: Middle Level Math Endorsement	1
Conventional: Bachelor's degree	Elementary Education: Middle Level Science Endorsement	2
Conventional: Bachelor's degree	Elementary Education: Middle Level Social Studies Endorsement	1
Conventional: Bachelor's degree	Elementary Education: Preprimary Endorsement	9
Conventional: Bachelor's degree	English Education License	3
Conventional: Bachelor's degree	Math Education License	1
Conventional: Bachelor's degree	Music: Vocal Education License	0
Conventional: Bachelor's degree	Music: Instrumental Education License	0
Conventional: Bachelor's degree	Social Studies Education License	6

**Table A. Certificate, license, or endorsement recommendations completed in 2021-2022 (cont.)**

<b>Degree or Certificate</b> granted by the institution/organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Recommendations</b> in 2020-21
Conventional: Bachelor's degree	Science: Chemistry Education License	0
Conventional: Bachelor's degree	Science: Earth Space Education License	0
Conventional: Bachelor's degree	Science: Life Science Education License	2
Conventional: Bachelor's degree	Science: Physics Education License	0
Conventional: Bachelor's degree	Health Education License	12
Conventional: Bachelor's degree	Physical Education License	7
DLiTE: Bachelor's degree	Elementary Education License	26
DLiTE: Bachelor's degree	Elementary Education: Middle Level English Endorsement	0
DLiTE: Bachelor's degree	Elementary Education: Middle Level Math Endorsement	0
DLiTE: Bachelor's degree	Elementary Education: Middle Level Science Endorsement	0
DLiTE: Bachelor's degree	Elementary Education: Middle Level Social Studies Endorsement	0
DLiTE: Bachelor's degree	Elementary Education: Preprimary Endorsement	3
FasTrack: Post-Baccalaureate	English Education License	3
FasTrack: Post-Baccalaureate	Math Education License	1
FasTrack: Post-Baccalaureate	Social Studies Education License	3
FasTrack: Post-Baccalaureate	Science: Chemistry Education License	0



**Table A. Certificate, license, or endorsement recommendations completed in 2021-2022 (cont.)**

<b>Degree or Certificate</b> granted by the institution/organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Recommendations</b> in 2020-21
FasTrack: Post-Baccalaureate	Science: Earth Space Education License	2
FasTrack: Post-Baccalaureate	Science: Life Science Education License	3
FasTrack: Post-Baccalaureate	Science: Physics Education License	1
FasTrack: Post-Baccalaureate	Health Education License	1
FasTrack: Post-Baccalaureate	Physical Education License	0
FasTrack: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement	4
FasTrack: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement	6
FasTrack: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement	5
Conv-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement	8
Conv-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement	10
Conv-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement	6
Developmental Adapted Physical Education (DAPE): Certificate	DAPE: License (Grades B-12)	14
Health: Certificate	Health Add-On: License (Grades 5-12)	0
Master of Special Education: Master's degree		N/A

**D. 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.

**Table B. Percent (%) of “completers” in Table 1 (above) who completed their credential(s) in the expected (1.0) or a delayed (1.5) timeframe, by program.**

<b>Program</b>	<b>Expected timeframe (1.0)</b>	<b>Delayed timeframe (1.5)</b>
Conventional: Bachelor’s degree	14.9%	83.8%
DLiTE: Bachelor’s degree	76.7%	93.0%
FasTrack: Post-Baccalaureate	53.3%	80.0%
FasTrack-Special Education: Post-Baccalaureate	78.9%	94.7%
Conv-Special Education: Post-Baccalaureate*	0%	75.0%
Developmental Adapted Physical Education (DAPE): Certificate	100.0%	100.0%
Health: Certificate	50.0%	100.0%
Master of Special Education: Master’s degree	100.0%	100.0%

*\*Please note that there is no reliable and efficient way to establish the start time of Conv-Special Education students (as distinct from FasTrack-Special Education students) for the 2021-22 academic year in the BSU database. As a result, the expected and delayed timeframe seen above (0% and 75%, respectively) are underestimates of the actual timeframe percentages. In Fall 2021, we implemented new database coding for these students that will result in more accurate timeframe assessments for the 2022-23 academic year.*

**E. 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. In 2021-2022, of the 156 Bemidji State University candidates required to complete an edTPA, 2 candidates chose not to submit despite numerous resources and support offered. These individuals will be unable to receive a teaching license until the edTPA has been completed.

Candidates are required to take the NES Basic Skills exams for a Tier 4 license, which also requires 3 years of teaching experience. Therefore, BSU encourages, but does not require, candidates to take the Basic Skills exams prior to program completion.

The Minnesota Teacher Licensure Examination (MTLE) Pedagogy and Content Exams (see pass rates in Table C below) 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. BSU's Licensing Certification Officer does not recommend a teacher candidate for licensure until they have taken and/or passed the required tests. Red highlighting of cells below indicates BSU student pass rates below 80%; yellow highlighted cells are Minnesota State pass rates below 80%.

**Table C. MTLE pass rates (2021-2022) for Pedagogy and Content tests**

MTLE - Subtest Name	# Tests Taken <sup>1</sup>	% Pass	% Pass - State <sup>2</sup>	# Att. 1 <sup>3</sup>	% Pass Att. 1	# Retakers <sup>4</sup>	% Pass Retakers
Pedagogy: Early Child 1	4	100%	100%	4	100%	0	-
Pedagogy: Early Child 2	3	100%	100%	3	100%	0	-
Pedagogy: Elem Sub 1	115	81%	91%	99	84%	16	63%
Pedagogy: Elem Sub 2	115	80%	87%	99	83%	16	63%
Pedagogy: Secondary Sub 1	74	69%	82%	53	79%	21	43%
Pedagogy: Secondary Sub 2	64	81%	88%	52	81%	12	83%
Chemistry Sub 1	2	100%	95%	2	100%	0	-
Chemistry Sub 2	2	100%	98%	2	100%	0	-
Comm Arts/Lit Sub 1	15	60%	85%	7	86%	8	38%
Comm Arts/Lit Sub 2	14	57%	82%	7	100%	7	14%
Early Childhood Ed Sub 1	5	40%	55%	3	33%	2	50%
Early Childhood Ed Sub 2	3	100%	74%	3	100%	0	-
Earth Space Science Sub 1	3	100%	78%	3	100%	0	-
Earth Space Science Sub 2	3	100%	53%	3	100%	0	-
Elementary Ed Sub 1	149	47%	68%	80	54%	69	39%
Elementary Ed Sub 2	107	66%	75%	80	79%	27	30%
Elementary Ed Sub 3	128	56%	74%	80	79%	48	19%
Health Sub 1	15	93%	97%	14	93%	1	100%
Health Sub 2	15	93%	97%	14	93%	1	100%
Inst & Vocal Music Sub 1	1	100%	93%	1	100%	0	-

MTLE - Subtest Name	# Tests Taken <sup>1</sup>	% Pass	% Pass - State <sup>2</sup>	# Att. 1 <sup>3</sup>	% Pass Att. 1	# Retakers <sup>4</sup>	% Pass Retakers
Instr Classrm Music Sub 2	1	100%	82%	1	100%	0	-
Life Science Sub 1	9	56%	78%	5	100%	4	0%
Life Science Sub 2	9	56%	77%	5	100%	4	0%
Mathematics Sub 1	5	80%	73%	4	75%	1	100%
Mathematics Sub 2	6	83%	78%	3	67%	3	100%
ML Comm Arts/Lit Sub 1	2	100%	95%	2	100%	0	-
ML Comm Arts/Lit Sub 2	2	100%	97%	2	100%	0	-
ML Math Sub 1	8	0%	53%	5	0%	3	0%
ML Math Sub 2	5	0%	54%	4	0%	1	0%
ML Science Sub 1	8	100%	94%	8	100%	0	-
ML Science Sub 2	9	100%	86%	8	100%	1	100%
ML Social Studies Sub 1	2	100%	92%	2	100%	0	-
ML Social Studies Sub 2	2	100%	92%	2	100%	0	-
Phys Ed Sub 1	9	100%	97%	9	100%	0	-
Phys Ed Sub 2	14	57%	88%	10	80%	4	0%
Physics Sub 1	1	100%	68%	1	100%	0	-
Physics Sub 2	1	100%	57%	1	100%	0	-
PrePrimary Sub 1	24	42%	56%	15	40%	9	44%
PrePrimary Sub 2	21	38%	52%	15	40%	6	33%
Social Studies Sub 1	14	79%	81%	11	73%	3	100%
Social Studies Sub 2	16	69%	62%	11	82%	5	40%
Spec Ed Core Skills Sub 1	55	82%	90%	47	89%	8	38%
Spec Ed Core Skills Sub 2	52	87%	91%	48	92%	4	25%
Vocal Classroom Music	0	-	88%	0	-	0	-
<b>Totals</b>	<b>1213</b>	<b>68%</b>	<b>80%</b>	<b>873</b>	<b>79%</b>	<b>340</b>	<b>40%</b>

<sup>1</sup> “# Tests Taken” indicates the total number of subtests taken by BSU students; it is the sum of the first and all subsequent attempts at passing the subtest.

<sup>2</sup> These are the Minnesota statewide pass rates, provided by Pearson Education, Inc. and affiliates.

### **Table C. MTLE pass rates (2021-2022) for Pedagogy and Content tests (continued)**

<sup>3</sup> “# Att. 1” indicates the number subtests that were taken for the first time by BSU students.

<sup>4</sup> “# Retakers” indicates the number of subtests that were taken after the first attempt.

#### **Program Goals and Strategies for Improving MTLE performance**

As indicated in other locations in this report, and as evidenced by the state-wide pass rates for MTLE exams, teacher education programs (and education and society at-large) have struggled on a variety of levels with the lock-down, chaos, and general uncertainty of the recent COVID-19 pandemic. We feel that the lower pass rates and struggles that our student teacher candidates have had on the MTLE are in no small part partially indicative of this as well. Overall, we have seen increased test anxiety, decreased time management skills, and a reduction in resilience in this cohort of student teachers – the lack of field experience or at least only having digital experiences may have left them somewhat less prepared for the tasks that are required of a new teacher. As we have reviewed the data and our practices, as always, the overall goal for all programs is that BSU teacher candidates will meet or exceed the Minnesota state Pass Rates on the MTLE subtests as indicated in Table C above.

Bearing in mind that we are emerging from the pandemic and adjusting to the new needs of our own student teachers as they continue to adapt and engage with our P-12 community partners, **Program Leaders will work with faculty in their departments to provide a variety of opportunities and strategies for scores to improve:**

- Assist faculty in familiarity and access to MTLE preparation resources:
  - Provide the free 15-question quiz to faculty to give them an idea of what students are being asked in the MTLE Subtests.
  - Identify areas in the MTLE subtests that teachers might struggle with and discuss those areas with teacher candidates and answer any questions they might have during advisee sessions/courses.
  - Provide Free study guides. Contacting teacher candidate advisors before fall and spring registration to remind students of the free study guides that are available.
- Identify curricular touchpoints for reinforcing MTLE content:
  - The Accreditation and Assessment personnel will assist Program Leaders in identifying weak subtest scores in their respective academic fields during our regularly scheduled Data Days discussions (each fall and spring). The Program Leaders will then consult with the content faculty and instructors to discuss solutions that will lead to improved scores.
  - Identify course standards that align with typically identified MTLE subtest areas of weakness. Strengthen instruction associated with these standards.
  - Identify the programs and the courses that correspond with the fields covered by each of the two Subtests that result in the most missed questions.
  - Provide practice tests as a part of the last courses that students are required to take prior to taking the MTLE tests.
- Additional Student Support:
  - Program leaders will suggest a content and skills review before the students take Subtest 2 as it seems to be the subtest students struggle the most with.
  - Provide individualized support and tutoring sessions.

- Provide specific training to tutors in specific tutoring centers on campus so that they can also assist students in preparation for the MTLE.

These intended approaches have been identified by the Program Leaders and the newly formed Office of Teacher Education. We will continue to review these data and analyze the test topics and expectations with respect to our curriculum and courses. We anticipate seeing improvement in the scores the further we are removed from the pandemic as we continue to adjust to the “new normal” of our students’ needs.

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

Bemidji State University’s teacher preparation programs analyzed Exit Survey and Alumni Survey data at a Data Day meeting in October 2022. 157 of 162 students completed the Exit Survey in fall and spring 2021-2022, with a 96.9% response rate; while 24 of 147 alumni completed the Alumni Survey in Spring 2022, with a 16.3% response rate. It should be noted that Bemidji State University has historically had low response rates for the Alumni Survey, but has seen improvements in recent years, with a 0.01% response rate in 2019-2020, 12.8% response rate in 2020-2021, and 16.3% response rate in 2021-2022. This increase has been associated with an outreach plan conducted by faculty across all teacher preparation programs, where faculty reached out to their previous advisees either through email or phone asking them to complete the survey. Faculty plan to continue this outreach in Spring 2023 for the 2022-2023 Alumni Survey.

During the aforementioned Data Day, faculty focused on common themes found amongst the qualitative comment data as well as comparing those themes found in the quantitative data. Strengths and Areas for Improvement identified in these data across the programs included:

**Strengths:**

1. Conventional:
  - a. Completers noted supportive faculty, with 58/73 respondents stating that they would recommend the program to someone interested in teacher preparation.
2. DLiTE/FasTrack:
  - a. Completers noted that faculty model giving feedback to students within their courses, and completers have been able to do the same with their P-12 students in the classroom.

**Areas for Improvement and suggestions for improvement from the Teacher Education Advisory Board Meeting**

Across Bemidji State University’s teacher preparation programs, three items were identified from the survey data as areas for improvement. During our recent Advisory Board Meeting (11/28/22) additional concerns and suggestions were provided. The following is a list of all the areas of concern and the corresponding suggestions provided by board members that faculty will work to implement:

1. Culturally Responsive Teaching (CRT): Many faculty are developing units and otherwise reinforcing the importance of and ways to implement CRT. We will focus on establishing suggested rubrics and collecting outcome data based on the implementation of these learning units.

2. Classroom Management: Several board members requested that we add classroom management strategies that more appropriately address the needs of secondary students and not just elementary students. Also, there was a request to provide instruction on specific classroom management strategies that can be used in physical education environments (i.e., the gymnasium). One other member suggested that we create a separate Classroom Management course and not just add the topic onto the Adaptations course. Another suggestion was that teacher candidates interview teachers during the field experience and or student teaching experience about their classroom management strategies. These recommendations will be given serious consideration. We will also begin work on an evaluation rubric(s) for classroom management.

3. Communication with Cooperating Teachers: We will work to increase communication between faculty members and Cooperating Teachers especially with regard to specific field experience assignments. The Advisory Group recommended that Faculty members reach out to the Cooperating Teachers in schools where teacher candidates are working or are completing their field experiences, particularly early in the semester when most questions are likely to arise.

4. Preparing for Parent Teacher Conferences: Sometimes, because of when their 12 weeks of student teaching occur, teacher candidates (especially undergraduate students) do not have the opportunity to participate in Parent Teaching Conferences. Toward the end of the Fall semester one of our faculty members enlisted the assistance of other faculty members and set up mock parent-teacher conferences. Faculty members and Office of Teacher education staff role-played being parents following specific prescribed scenarios and the teacher candidates role-played teachers. This was a very successful experience and there are plans to expand its use.

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

47 of 89 administrators completed the Administrator Survey in 2021-2022, with a 52.8% response rate. Bemidji State University's (BSU) teacher preparation programs analyzed the Administrator Survey data at a Data Day in October 2022 and noted that administrators overall had positive responses concerning their first-year teachers and BSU's programs. Across the programs, administrators noted that candidates would benefit from more experience with technology tools, assessment, and collaborating with parents and guardians.

In response, BSU's teacher preparation programs will be creating a detailed mapping of all technology tools used across all programs to identify any gaps and/or areas to strengthen. Additionally, faculty will encourage cooperating teachers to include candidates in IEP meetings and parent teacher conferences to expose candidates to more assessment and collaboration with parents and guardians in the P-12 schools.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

According to PELSB's Employment Educator Report, 90 out of 154 of our 2020-2021 program completers were employed as P-12 teachers in Minnesota in 2021-2022, resulting in an employment rate of 58.4%

#### 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	<p>Candidates are required to take the NES Basic Skills exams for a Tier 4 license, which also requires 3 years of teaching experience. Therefore, BSU encourages, but does not require, candidates to complete the Basic Skills exams prior to program completion.</p> <p>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 program completion.</p> <p>Depending on which Minnesota Tier License the candidate is applying for, BSU's Licensing Certification Officers do not recommend a teacher candidate for licensure until they have taken and/or passed the required tests.</p>	2021-2022 pass rates for the Pedagogy and Content tests have been identified in Part 1, 3.E above.



<p>Key Assessments</p>	<p>Candidates are expected to complete 3-4 Key Assessments within their program.</p>	<p>BSU restructured its Key Assessments during Spring 2021 and implemented the new assessments across all programs in Fall 2021.</p> <p>In Spring 2022, BSU faculty reviewed the Key Assessment data at a Data Day. Based on candidate performance, faculty noted areas of improvement where candidates struggled, and created an Improvement Plan that included the following:</p> <p><u>Conventional</u></p> <ul style="list-style-type: none"> <li>• ED 3100- Adjust writing prompts for the Education Philosophy Paper to align more directly with field experience.</li> <li>• ED 3670 (PrePrimary)- Increase the number of courses in the Preprimary program and move the Key Assessment to a course offered later in the sequence.</li> <li>• ED 3/5350- Restructure the course to align the timing of the Key Assessment with field experience and require candidates to teach their lesson plans.</li> <li>• ED 3580 (Social Studies)- On-going collaboration to compare/contrast courses and further improve Key Assessment content standard areas.</li> </ul>
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		<ul style="list-style-type: none"> <li>• MATH 3065 (Middle Level Math)- Create a reflection assignment to further evaluate the candidates on their knowledge of the content standards.</li> <li>• MUS 4607 (Music: Instrumental and Vocal)- Update the assignment to candidates will use a recorder instead of a guitar to better align with an Elementary Music teacher’s classroom experience.</li> <li>• PHED 4/5514 (DAPE)- Gather more tools to further address gaps in learning for working candidates.</li> </ul> <p><u>DLITE and FasTrack</u></p> <ul style="list-style-type: none"> <li>• ED 3100- Adjust writing prompts for the Education Philosophy Paper to align the historical timeline with the philosophies.</li> <li>• ED 3203 (Elementary)- Incorporate Standard 3.C.6c into more assignments within field experience through the Lesson Plan Description.</li> <li>• ED 3/5350- Increase the focus of assessment activities within field experience</li> <li>• ED 5580 (Social Studies)- On-going collaboration to compare/contrast courses and further improve Key Assessment content standard areas.</li> </ul>
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		<p><u>Special Education</u></p> <ul style="list-style-type: none"> <li>• SPED 3/5600- Provide additional content, diversity, and possible relationships in the over-identification of some students in specific disability categories.</li> <li>• SPED 6605- Provide additional content and instruction specific to the understanding and identifying a range of assessments, related tools, and resources will be added to the instructional module.</li> <li>• SPED 5620, 5630, and 5660- Integrate additional content and instruction addressing the Present Levels of Academic Achievement and Functional Performance (PLAAFP) specific to student needs with course assessment differentiated for candidate experience and aligned to licensure area.</li> </ul>
Dispositions	Teacher candidates are expected to receive an average Disposition score of 3.0 in order to student teach.	The Conventional programs' overall DPA for 2021-2022 was 3.84. DLiTE's and FasTrack's overall DPA for 2021-2022 was 3.83.

	Disposition Forms are completed by Cooperating Teachers after each Conventional, DLiTE, and FasTrack candidate's placement. Candidates 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 semesters prior to student teaching.	
edTPA	Candidates are expected to score a 2.0 or higher on 14 of the 15 rubrics. If candidates score a 1.0 on two or of the 15 rubrics, they are required to complete internal remediation to receive a student teaching grade.	In Fall 2021, 15 of the 76 candidates who completed the edTPA required internal remediation. In Spring 2022, 13 of the 78 candidates who completed the edTPA required internal remediation.

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Common Metrics Alumni and Administrator Survey	The Common Metrics Alumni and Administrator Surveys are completed by first-year teachers and the supervisors/administrators of those first-year teachers. The surveys include Likert Scale questions related to how the BSU program prepared first-year teachers for their teaching profession withing four categories: Instructional Practice, Diverse	Across BSU's four main programs, Conventional, DLiTE, FasTrack, and Special Education, the following items were identified by alumni or administrators as Tend to Disagree or Disagree in the Common Metrics Likert Scale questions: <ul style="list-style-type: none"> <li>• Instructional Practice: Select instructional strategies to align with learning goals and standards</li> </ul>

	<p>Learners, Learning Environment, and Professionalism.</p> <p>Although there are many questions included on these surveys, BSU focuses on the following 1-2 questions within the four categories:</p> <p>To what extent do you agree or disagree that BSU prepared you/first-year teacher to do the following:</p> <ul style="list-style-type: none"> <li>• Instructional Practice: Select instructional strategies to align with learning goals and standards</li> <li>• Instructional Practice: Provide students with meaningful feedback to guide next steps in learning</li> <li>• Diverse Learners: Effectively teach students from culturally and ethnically diverse backgrounds and communities</li> <li>• Diverse Learners: Differentiate instruction for a variety of learning needs</li> <li>• Learning Environment: Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected</li> <li>• Professionalism: Collaborate with parents and guardians to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>○ Conventional Alumni Survey- 11.1% Tend to Disagree</li> <li>• Instructional Practice: Provide students with meaningful feedback to guide next steps in learning <ul style="list-style-type: none"> <li>○ Conventional Alumni Survey- 11.1% Tend to Disagree</li> <li>○ DLiTE Alumni Survey- 20.0% Disagree</li> </ul> </li> <li>• Diverse Learners: Effectively teach students from culturally and ethnically diverse backgrounds and communities <ul style="list-style-type: none"> <li>○ DLiTE Alumni Survey- 20.0% Disagree</li> </ul> </li> <li>• Diverse Learners: Differentiate instruction for a variety of learning needs <ul style="list-style-type: none"> <li>○ DLiTE Alumni Survey- 20.0% Tend to Disagree; 20.0% Disagree</li> </ul> </li> <li>• Learning Environment: Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected <ul style="list-style-type: none"> <li>○ Conventional Alumni Survey- 11.1% Tend to Disagree; 11.1% Disagree</li> <li>○ DLiTE Alumni Survey- 20.0% Disagree</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>• Professionalism: Collaborate with parents and guardians to support student learning <ul style="list-style-type: none"> <li>○ Conventional Alumni Survey- 44.4% Tend to Disagree; 11.1% Disagree</li> <li>○ Conventional Administrator Survey- 5.0% Tend to Disagree</li> <li>○ DLiTE Alumni Survey- 20.0% Tend to Disagree</li> <li>○ DLiTE Administrator Survey- 14.3% Tend to Disagree</li> <li>○ FasTrack Administrator Survey- 14.3% Tend to Disagree</li> </ul> </li> </ul> <p>The above data suggests that BSU's Conventional and DLiTE candidates who are pursuing an initial license and not teaching in the classroom while completing a teacher preparation program, self-identify as tending to struggle more in their first year of teaching than BSU's FasTrack and Special Education candidates. FasTrack and Special Education candidates usually teach in their own classroom while completing BSU's teacher preparation program and therefore have more opportunities to implement and learn strategies in the classroom prior to program completion.</p>
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		<p>However, it is noted that both Alumni and Administrators have identified <i>'Collaborate with parents and guardians to support student learning'</i> as the area that BSU program completers across Conventional, DLiTE, and FasTrack struggle in most.</p>
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## 5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

As identified in BSU's 2020-2021 AAQEP Annual Report, the top priority was to be fully approved by Minnesota's Professional Education and Licensing Standards Board (PELSB), as BSU had previously been on Conditional Approval with a Spring 2022 deadline. Over the past 3 years, BSU has worked to meet the standards identified by PELSB: 6A, 6C, 7A, 7C, and 10F. In Spring 2022, BSU hosted a virtual focused site visit with PELSB reviewers and was granted full Continuing Approval status.

In Fall 2021, a proposal was brought forward that would move the following staff positions from the Professional Education Department into a separate Office of Teacher Education: Assistant Director of Accreditation and Assessment, Assistant Director of Clinical Experiences, Advising Coordinator, Assessment Research Analyst, and Clinical Experiences Office Administrator. The intention behind this change was to provide an Office of Teacher Education (OTE) that would oversee and collaborate with all BSU teacher preparation programs instead of a singular department conducting this process over other departments/programs at BSU. The Director of Accreditation and the Director of Clinical Experiences positions are both positions that are equally split between Faculty teaching positions and Directorship responsibilities in the Professional Education Department.

Throughout the year, further work was done by Professional Education faculty, by staff, and the College Dean to develop the OTE office structure, which also included re-structuring the previous Content Coordinator meetings into a new Academic Program Leaders in Education (APLE) group to facilitate conversations and changes across all teacher preparation programs.

The OTE went into effect in Summer 2022, with the following structure:

- Acting Director of OTE (currently filled by the College Dean)
- Director of Accreditation and Assessment (0.5 position by a Professional Education faculty member)
- Director of Clinical Experiences (0.5 position by a Professional Education faculty member)
- PEDL Clinical Coordinator (0.5 position by a Professional Education faculty member)

- Assistant Director of Accreditation and Assessment/Licensing Certification Officer
- Assistant Director of Clinical Experiences
- Advising Coordinator/Licensing Certification Officer
- Assessment Research Analyst
- OTE Office Administrator

Starting Fall 2022, the APLE group began meeting monthly and discussing issues related to all teacher preparation programs including an updated Conceptual Framework and Teacher Candidate Handbook, as well as changes to admission and retention processes. The OTE and APLE have (so far) been a successful change that has alleviated work within individual departments. Various processes and procedures are continuing to undergo extensive discussion and modification as needed during this first year of implementation.

## Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

### 6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

**Table 5. Provider Self-Assessment and Continuous Improvement**

	<b>Standard 1 Candidate/Completer Performance</b>
<b>Goals for the 2022-23 year</b>	Increase program completers' culturally responsive practice including the intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning. (Standard 1c.)
<b>Actions</b>	Individual programs within Professional Education are beginning to build in learning experiences into their curriculum around this this substandard (1.c.)
<b>Expected outcomes</b>	Completers will share positive reflections on how these experiences have improved their preparation to better build relationships with students and increase engagement with all of their students.



<b>Reflections or comments</b>	N/A
	<b>Standard 2</b>
<b>Goals for the 2022-23 year</b>	Improve Common Metrics Alumni and Administrator Scores for ‘ <i>Collaborate with parents and guardians to support student learning.</i> ’
<b>Actions</b>	BSU faculty have had initial discussions related to this item and focused on it at the Fall 2022 Advisory Board meeting. However, more discussion is needed regarding program changes and implementation. These discussions will be completed amongst programs in Spring 2023 at an Academic Program Leaders in Education (APLE) meeting.
<b>Expected outcomes</b>	As it will take time to see program changes reflected in the Common Metrics surveys, BSU expects to see more positive responses to this item in the 2024-2025 Common Metrics Alumni and Administrator Surveys.
<b>Reflections or comments</b>	N/A
	<b>Standard 3</b>
<b>Goals for the 2022-23 year</b>	Review admission requirements into BSU Conventional teacher preparation programs and adjust as needed.
<b>Actions</b>	At a Fall 2022 Academic Program Leaders in Education (APLE) meeting, the admission requirements into the Conventional teacher preparation programs were briefly discussed with a concern for the effectiveness of the writing prompts that are currently required. Currently, many potential candidates do not address the writing prompts in a manner expected by program leaders of a future teacher; however, there is concern that the writing prompts are not suitable for an individual who has yet to complete education courses.
<b>Expected outcomes</b>	At a Spring 2023 APLE meeting, a more in-depth discussion regarding the writing prompts is expected with the intention to either modify the prompts or replace the prompts with another requirement.
<b>Reflections or comments</b>	If the writing prompts are replaced with another admission requirement, this would require a reported change and approval to Minnesota’s Professional Educator Licensing and Standards Board (PELSB) during BSU’s Fall 2023 program renewals. If approved, the change would go into effect in Fall 2024.

	If the writing prompts are only modified, this is an internal change that does not require PELSB approval and can go into effect in Fall 2023.
	<b>Standard 4</b>
<b>Goals for the 2022-23 year</b>	Submit Request for Program Approvals (RIPA) to Minnesota’s Professional Educator Licensing and Standards Board (PELSB) for three new programs: Visual Arts, Music: Instrumental (FasTrack), and Music: Vocal (FasTrack) to aid in meeting state and local educator workforce needs.
<b>Actions</b>	The Assistant Director of Accreditation and Assessment has been working with the Technology Art & Design Department as well as the Music Program Leader to aid in building the new programs into PELSB’s Educator Preparation Program Approval System (EPPAS) for PELSB’s Program Review Panel (PRP) review and consideration. Three RIPAs for the three new programs have been submitted to PELSB in EPPAS by the December 31 <sup>st</sup> , 2022, deadline for spring review.
<b>Expected outcomes</b>	BSU expects these programs’ RIPAs to be reviewed by PELSB’s PRP in Spring 2023, with the intention that they will be approved, and programs can be offered in Fall 2023.
<b>Reflections or comments</b>	It is known in Minnesota that RIPAs are extremely difficult to receive approval during the first review and usually undergo two or three reviews before approval. As each denial is required by state rule to have one year between submissions BSU is hopeful that the programs will be approved without an additional review to meet state and local workforce needs more quickly.

## 7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

## 8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

Our Professional Education Department is planning for the implementation of a new revision of the Minnesota Licensing Standards of Effective Practice. The standards haven't been rewritten since 2001. In the last 20 years our students have grown far more diverse while our teachers have not. The eight new "standards of effective practice" will require, for the first time, that teacher candidates reflect on their biases, understand systems of oppression, and affirm students' gender identities and sexual orientation, among other changes. The goal is to ensure that our future teachers are better prepared to teach racially and ethnically diverse students, multilingual students, students who have experienced trauma, and students with disabilities. The potential challenge is that some, if not many, conservatives in our state including parents and some teachers have strongly opposed the changes in the standards. Currently, the PELSB Board is working on slight revisions to 3 of the 71 components in the 8 standards identified by the Administrative Law judge who reviewed the standards and the more than 500 public comments. He indicated that it is inappropriate to ask teachers to identify gaps in curriculum and make additions to missing narratives and multiple perspectives. The implementation of these new SEPs will take time but during the 2023-24 school year, but we anticipate doing so will start bringing about much needed changes for our diverse student population. The potential challenges or barriers are working with stakeholders who oppose the changes for a variety of reasons. Our faculty to work together to identify the best ways to implement these new standards and to collaborate with community stakeholders in order to increase understanding of the various perspectives and expectations.

## 9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

The State of Minnesota's Professional Educator Licensing and Standards Board (PELSB) has released new Unit Rule for all Minnesota institutions with teacher preparation programs, which went into effect on July 1<sup>st</sup>, 2022. BSU's Office of Teacher Education and faculty have mapped these standards and implemented new processes, where needed. These new processes include a more detailed Designated School Partnership Agreement with Bemidji School District ISD #31, a more robust Advisory Board across all programs, and an 80-hour practicum for candidates completing an additional license. BSU is collaborating with a MinnState Education Assessment Group involving other Minnesota institutions to continue interpreting the new standards and identifying ways to strengthen BSU's processes.

PELSB is still working to pass new Standards of Effective Practice (SEP) standards, with an unknown date for implementation. In preparation for implementation, the BSU Professional Education Department's SEP Committee has started mapping the potential new SEP standards to BSU courses.

## 10. 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>	Dr. MaryTheresa Seig, <i>Dean of College of Arts, Education, and Humanities</i>

Date sent to AAQEP:	12/30/2022
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