



AAQEP Annual Report for 2021

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 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 737 students 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 and made up of two sub-programs. 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 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 that "We educate people to lead inspired lives" and its 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

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

<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 2020-2021

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2020-21* (see below)
Conventional: Bachelor's degree	Elementary Education License (Grades K-6)	66	16
Conventional: Bachelor's degree	Elementary Education: Middle Level English Endorsement (Grades 5-8)	13	1
Conventional: Bachelor's degree	Elementary Education: Middle Level Math Endorsement (Grades 5-8)	17	3
Conventional: Bachelor's degree	Elementary Education: Middle Level Science Endorsement (Grades 5-8)	1	0
Conventional: Bachelor's degree	Elementary Education: Middle Level Social Studies Endorsement (Grades 5-8)	7	1
Conventional: Bachelor's degree	Elementary Education: Preprimary Endorsement (Age 3-PreK)	41	10
Conventional: Bachelor's degree	English Education License (Grades 5-12)	13	0
Conventional: Bachelor's degree	Math Education License (Grades 5-12)	17	1
Conventional: Bachelor's degree	Music: Vocal Education License (Grades K-12)	6	0
Conventional: Bachelor's degree	Music: Instrumental Education License (Grades K-12)	9	2

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021 (cont.)

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2020-21* (see below)
Conventional: Bachelor's degree	Social Studies Education License (Grades 5-12)	34	1
Conventional: Bachelor's degree	Science: Chemistry Education License (Grades 9-12)	5	1
Conventional: Bachelor's degree	Science: Earth Space Education License (Grades 9-12)	2	0
Conventional: Bachelor's degree	Science: Life Science Education License (Grades 9-12)	14	2
Conventional: Bachelor's degree	Science: Physics Education License (Grades 9-12)	0	0
Conventional: Bachelor's degree	Health Education License (Grades 5-12)	33	0
Conventional: Bachelor's degree	Physical Education License (Grades K-12)	35	0
DLiTE: Bachelor's degree	Elementary Education License (Grades K-6)	96	25
DLiTE: Bachelor's degree	Elementary Education: Middle Level English Endorsement (Grades 5-8)	19	0
DLiTE: Bachelor's degree	Elementary Education: Middle Level Math Endorsement (Grades 5-8)	12	0
DLiTE: Bachelor's degree	Elementary Education: Middle Level Science Endorsement (Grades 5-8)	11	0
DLiTE: Bachelor's degree	Elementary Education: Middle Level Social Studies Endorsement (Grades 5-8)	9	0
DLiTE: Bachelor's degree	Elementary Education: Preprimary Endorsement (Age 3-PreK)	29	3

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021 (cont.)

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2020-21* (see below)
FasTrack: Post-Baccalaureate	English Education License (Grades 5-12)	10	2
FasTrack: Post-Baccalaureate	Math Education License (Grades 5-12)	11	1
FasTrack: Post-Baccalaureate	Social Studies Education License (Grades 5-12)	24	2
FasTrack: Post-Baccalaureate	Science: Chemistry Education License (Grades 9-12)	7	1
FasTrack: Post-Baccalaureate	Science: Earth Space Education License (Grades 9-12)	5	2
FasTrack: Post-Baccalaureate	Science: Life Science Education License (Grades 9-12)	12	2
FasTrack: Post-Baccalaureate	Science: Physics Education License (Grades 9-12)	2	0
FasTrack: Post-Baccalaureate	Health Education License (Grades 5-12)	10	1
FasTrack: Post-Baccalaureate	Physical Education License (Grades K-12)	21	1
Conv-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement (Grades B-12)	22	4
Conv-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement (Grades K-12)	20	3
Conv-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement (Grades K-12)	14	8
FasTrack-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement (Grades B-12)	37	4

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021 (cont.)

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2020-21* (see below)
FasTrack-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement (Grades K-12)	51	10
FasTrack-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement (Grades K-12)	44	12
Developmental Adapted Physical Education (DAPE): Certificate	DAPE: License (Grades B-12)	28	15
Health: Certificate	Health Add-On: License (Grades 5-12)	11	3
Master of Special Education: Master's degree		68	25
	TOTALS:	886	162

* **NOTE:** For programs that offer a degree (i.e., Conventional, DLiTE, and MSPD), “completer” counts are based exclusively on the number of degrees awarded. For those programs that offer licensure only (i.e., FasTrack, Special Education, and the DAPE and Health certificates), “completer” counts are based on the number of students completing the required coursework.

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.)

The following programs were discontinued because of no enrollment:

- Reading (Conventional)
- Special Education: ASD (Natrona)
- Special Education: EBD (Natrona)

- Special Education: SLD (Natrona)

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

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.

The unduplicated count of all students enrolled in Bemidji State University's Professional Education programs during academic year 2020-2021 is **737**.

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.

The unduplicated count of students who earned at least one credential during academic year 2020-2021 is **154**.

3. 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 2020-2021 (05/18/2020 to 05/16/2021).

Table A. Certificate, license, or endorsement recommendations completed in 2020-2021

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Recommendations in 2020-21
Conventional: Bachelor's degree	Elementary Education License	52
Conventional: Bachelor's degree	Elementary Education: Middle Level English Endorsement	3
Conventional: Bachelor's degree	Elementary Education: Middle Level Math Endorsement	3
Conventional: Bachelor's degree	Elementary Education: Middle Level Science Endorsement	4
Conventional: Bachelor's degree	Elementary Education: Middle Level Social Studies Endorsement	1
Conventional: Bachelor's degree	Elementary Education: Preprimary Endorsement	13
Conventional: Bachelor's degree	English Education License	5
Conventional: Bachelor's degree	Math Education License	3
Conventional: Bachelor's degree	Music: Vocal Education License	2
Conventional: Bachelor's degree	Music: Instrumental Education License	1
Conventional: Bachelor's degree	Social Studies Education License	9
Conventional: Bachelor's degree	Science: Chemistry Education License	1

Table A. Certificate, license, or endorsement recommendations completed in 2020-2021 (cont.)

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Recommendations in 2020-21
Conventional: Bachelor's degree	Science: Earth Space Education License	2
Conventional: Bachelor's degree	Science: Life Science Education License	4
Conventional: Bachelor's degree	Science: Physics Education License	0
Conventional: Bachelor's degree	Health Education License	10
Conventional: Bachelor's degree	Physical Education License	13
DLiTE: Bachelor's degree	Elementary Education License	39
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	1
DLiTE: Bachelor's degree	Elementary Education: Preprimary Endorsement	3
FasTrack: Post-Baccalaureate	English Education License	2
FasTrack: Post-Baccalaureate	Math Education License	1
FasTrack: Post-Baccalaureate	Social Studies Education License	6
FasTrack: Post-Baccalaureate	Science: Chemistry Education License	2

Table A. Certificate, license, or endorsement recommendations completed in 2020-2021 (cont.)

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Recommendations in 2020-21
FasTrack: Post-Baccalaureate	Science: Earth Space Education License	0
FasTrack: Post-Baccalaureate	Science: Life Science Education License	5
FasTrack: Post-Baccalaureate	Science: Physics Education License	0
FasTrack: Post-Baccalaureate	Health Education License	2
FasTrack: Post-Baccalaureate	Physical Education License	1
Conv-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement	15
Conv-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement	9
Conv-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement	15
Out-of-state licenses		23
Master of Special Education: Master's degree		N/A

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.

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.

Program	Expected timeframe (1.0)	Delayed timeframe (1.5)
Conventional: Bachelor’s degree	23.1%	87.2%
DLiTE: Bachelor’s degree	82.1%	92.9%
FasTrack: Post-Baccalaureate	42.9%	100.0%
Conv-Special Education: Post-Baccalaureate	63.2%	78.9%
FasTrack-Special Education: Post-Baccalaureate	47.6%	100.0%
Developmental Adapted Physical Education (DAPE): Certificate	86.7%	100.0%
Health: Certificate	33.3%	100.0%
Master of Special Education: Master’s degree	84.0%	92.0%

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. As a result of COVID-19, PELSB waived the edTPA requirement for 2020-2021.

The BSU Professional Education Department instead required candidates to complete an alternate edTPA that was assessed internally by Education faculty and Content Coordinators. This submission included a Context for Learning, Lesson Plan, and Commentary. Remediation was required if candidates did not meet the minimum score/requirements.

The Department separates the edTPA scores by the Conventional program and the PEDL (DLiTE, FasTrack, and Special Education) programs. In 2020-2021, the Conventional program had 55 candidates complete the internal alternate edTPA, with 11 requiring remediation. PEDL had a total of 61 candidates complete the alternate edTPA with 4 requiring remediation.

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

132 of 157 students completed the Exit Survey in 2020-2021, with a 84.1% 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 enjoy the small class sizes and supportive faculty
- DLiTE/FasTrack
 - Noticed overall positive feedback from students in Exit Survey, such as the support and flexibility provided throughout the program
- Special Education
 - Students enjoy the responsive, flexible program and that the program is 100% online
 - Many SPED candidates are teaching in their own classroom while completing the program and have noted the real-world applications between coursework and teaching

Areas of Improvement:

- Conventional
 - Students noted that the SEP courses are geared primarily towards Elementary instead of Secondary
 - Comments from students regarded conflicting information between members of the Department (this could be associated with COVID-19 and information changing rapidly)
 - Students noted a lack of field experience placements because of COVID-19 and opportunity to practice Classroom Management
 - The program should incorporate more technology in the curriculum. Students noted a difference between what BSU teaches and what many schools are now using.
- DLiTE/FasTrack
 - The program should incorporate more discussion regarding how to differentiate instruction for students with mental health needs, as well as for English learners
 - Students would like to see more examples of classroom management and how to respond to student behavior
- Special Education
 - Students noted that communication across the program could be more consistent

- The program should integrate different types of technology into online courses

Next Steps:

- Conventional
 - The SEP Committee will explore how to incorporate more Secondary teaching into SEP courses, with ongoing feedback from students
 - The Field Experience Committee will work with the Dean on the 'Field Block/Labs' plan to possibly continue this experience in the future and offer more in-depth field experience opportunities to candidates
 - The Assessment Committee will explore how to incorporate more technology across all programs (SEP & Methods)
- DLiTE/FasTrack
 - The program will review and adjust field experiences to be more aligned with coursework

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

66 of 107 administrators completed the Administrator Survey in 2020-2021, with a 61.7% response rate. Most comments that administrators provided were positive and expressed that BSU's first-year teachers were well prepared and have adapted well to teaching during a pandemic, many sharing technology tools with their colleagues. The Department noticed a trend in the qualitative and quantitative data that our candidates would benefit from more instruction regarding differentiating instruction/assessment for students. This is a theme that was noticed amongst the three Common Metrics Surveys: Exit Survey, Transition-to-Teaching Survey and Administrator Survey. The Department is continuing discussions on how to incorporate additional differentiated instruction into the curriculum.

8. 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, 113 out of 195 of our 2019-2020 program completers were employed as P-12 teachers in Minnesota in 2020-2021, resulting in an employment rate of 57.9%

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 take 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 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.</p>	<p>In 2020-2021, pass rates for the Pedagogy and Content tests were the following:</p> <table border="1" data-bbox="1346 480 1892 1349"> <thead> <tr> <th data-bbox="1346 480 1633 548">Exam</th> <th data-bbox="1633 480 1766 548"># of Takers</th> <th data-bbox="1766 480 1892 548">Pass Rate</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 548 1633 613">Pedagogy: Elementary</td> <td data-bbox="1633 548 1766 613">130</td> <td data-bbox="1766 548 1892 613">86.92%</td> </tr> <tr> <td data-bbox="1346 613 1633 678">Pedagogy: Secondary</td> <td data-bbox="1633 613 1766 678">75</td> <td data-bbox="1766 613 1892 678">88%</td> </tr> <tr> <td data-bbox="1346 678 1633 711">Chemistry</td> <td data-bbox="1633 678 1766 711">2</td> <td data-bbox="1766 678 1892 711">100 %</td> </tr> <tr> <td data-bbox="1346 711 1633 743">Comm Arts/Lit</td> <td data-bbox="1633 711 1766 743">13</td> <td data-bbox="1766 711 1892 743">84.62%</td> </tr> <tr> <td data-bbox="1346 743 1633 776">Earth/Space</td> <td data-bbox="1633 743 1766 776">3</td> <td data-bbox="1766 743 1892 776">100%</td> </tr> <tr> <td data-bbox="1346 776 1633 841">Elementary Education</td> <td data-bbox="1633 776 1766 841">106</td> <td data-bbox="1766 776 1892 841">64.15%</td> </tr> <tr> <td data-bbox="1346 841 1633 873">Health</td> <td data-bbox="1633 841 1766 873">15</td> <td data-bbox="1766 841 1892 873">100%</td> </tr> <tr> <td data-bbox="1346 873 1633 906">Instrumental Music</td> <td data-bbox="1633 873 1766 906">1</td> <td data-bbox="1766 873 1892 906">100%</td> </tr> <tr> <td data-bbox="1346 906 1633 938">Life Science</td> <td data-bbox="1633 906 1766 938">6</td> <td data-bbox="1766 906 1892 938">66.67%</td> </tr> <tr> <td data-bbox="1346 938 1633 971">Math</td> <td data-bbox="1633 938 1766 971">8</td> <td data-bbox="1766 938 1892 971">87.50%</td> </tr> <tr> <td data-bbox="1346 971 1633 1003">ML Comm Arts/Lit</td> <td data-bbox="1633 971 1766 1003">1</td> <td data-bbox="1766 971 1892 1003">100%</td> </tr> <tr> <td data-bbox="1346 1003 1633 1036">ML Math</td> <td data-bbox="1633 1003 1766 1036">7</td> <td data-bbox="1766 1003 1892 1036">14.92%</td> </tr> <tr> <td data-bbox="1346 1036 1633 1068">ML Science</td> <td data-bbox="1633 1036 1766 1068">8</td> <td data-bbox="1766 1036 1892 1068">87.50%</td> </tr> <tr> <td data-bbox="1346 1068 1633 1101">ML Social Studies</td> <td data-bbox="1633 1068 1766 1101">2</td> <td data-bbox="1766 1068 1892 1101">100%</td> </tr> <tr> <td data-bbox="1346 1101 1633 1133">Physical Education</td> <td data-bbox="1633 1101 1766 1133">14</td> <td data-bbox="1766 1101 1892 1133">92.86%</td> </tr> <tr> <td data-bbox="1346 1133 1633 1166">Physics</td> <td data-bbox="1633 1133 1766 1166">1</td> <td data-bbox="1766 1133 1892 1166">100%</td> </tr> <tr> <td data-bbox="1346 1166 1633 1198">PrePrimary</td> <td data-bbox="1633 1166 1766 1198">15</td> <td data-bbox="1766 1166 1892 1198">53.33%</td> </tr> <tr> <td data-bbox="1346 1198 1633 1230">Social Studies</td> <td data-bbox="1633 1198 1766 1230">20</td> <td data-bbox="1766 1198 1892 1230">85%</td> </tr> <tr> <td data-bbox="1346 1230 1633 1263">Special Education</td> <td data-bbox="1633 1230 1766 1263">63</td> <td data-bbox="1766 1230 1892 1263">93.65%</td> </tr> <tr> <td data-bbox="1346 1263 1633 1295">Vocal Music</td> <td data-bbox="1633 1263 1766 1295">0</td> <td data-bbox="1766 1263 1892 1295">-</td> </tr> </tbody> </table>	Exam	# of Takers	Pass Rate	Pedagogy: Elementary	130	86.92%	Pedagogy: Secondary	75	88%	Chemistry	2	100 %	Comm Arts/Lit	13	84.62%	Earth/Space	3	100%	Elementary Education	106	64.15%	Health	15	100%	Instrumental Music	1	100%	Life Science	6	66.67%	Math	8	87.50%	ML Comm Arts/Lit	1	100%	ML Math	7	14.92%	ML Science	8	87.50%	ML Social Studies	2	100%	Physical Education	14	92.86%	Physics	1	100%	PrePrimary	15	53.33%	Social Studies	20	85%	Special Education	63	93.65%	Vocal Music	0	-
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<p>Key Assessments</p>	<p>Candidates are expected to complete 3 Key Assessments within their program.</p>	<p>As explained in BSU's previous annual report, PELSB required BSU to restructure the Key Assessments after the site visit in 2019. BSU restructured the Key Assessments to focus on a Lesson Plan aligned to rubrics modeled after those in the edTPA. This new plan was presented and accepted by the PELSB Board in Spring 2020.</p> <p>After reviewing Spring 2020 data, we found that our students consistently scored lowest on <i>Academic Language</i> and <i>Differentiation</i>. Faculty determined that a focus on Academic Language and Differentiation must be addressed in education courses.</p> <p>However, in December 2020, when BSU submitted program renewals, PELSB's Program Review Panel flagged the new Key Assessment Plan. BSU was notified in February 2021 that a new plan must be submitted by May 2021. We restructured all the Key Assessments within each BSU teacher licensure program by the May deadline. This new plan was approved by PELSB's Program Review Panel in June 2021 and was integrated into all programs Fall 2021. BSU will be reviewing Fall 2021 data during January start-up meetings.</p>
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<p>Dispositions</p>	<p>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 Conventional, 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 semesters prior to student teaching.</p>	<p>As a result of COVID-19, the Conventional program did not collect Dispositions during Fall 2020 as Conventional students were unable to be placed with Cooperating Teachers and were instead completing alternative hours as directed by PELSB. The PEDL program was able to find placements for the majority of their non-traditional students.</p> <p>The Conventional programs' overall DPA for Spring 2021 was 3.77. PEDL's overall DPA for 2020-2021 was 3.67.</p>
<p>edTPA</p>	<p>Candidates are expected to score a 2.0 or higher on 14 of the 15 rubrics.</p> <p>**As a result of COVID-19, the edTPA was not required by PELSB during the 2020-2021 year. Instead, BSU required students to complete an alternate edTPA that was assessed internally by BSU Education faculty and Content Coordinators prior to passing student teaching. Students submitted a Context for Learning, Lesson Plan and Commentary into Taskstream.</p>	<p>The Department separates the edTPA scores by the Conventional program and the PEDL (DLiTE, FasTrack, and Special Education) program. In 2020-2021, the Conventional program had 55 candidates complete the internal alternate edTPA, with 11 completing remediation. PEDL had a total of 61 candidates complete the alternate edTPA with 4 completing remediation.</p>

	<p>Faculty graded the Context for Learning and Commentary on a Meets/Does Not Meet Requirements basis and scored the Lesson Plan out of 24 points. If students scored 'Does Not Meet Requirements' on either the Context for Learning or Commentary or below a 19/24 on the Lesson Plan, they were required to complete remediation with the faculty member.</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 we ask first-year teachers to complete the Transition-to-Teaching survey through email. In 2020-2021, we had 157 student teachers, with 132 completing the Exit Survey in their last semester, for a response rate of 84.1%. The Transition-to-Teaching Survey was sent to 196 alumni, with 25 completing the survey, for a response rate of 12.76%</p>

		<p>Bemidji State University has historically had a low response rate on the Transition-to-Teaching survey, as have other Minnesota Colleges and Universities. In response, BSU held a drawing for Visa gift cards to 2 individuals who completed the Transition-to-Teaching Survey. We found this to be successful incentive, raising the response rate from the previous year by 12.75%. the Department plans to continue this giveaway in Spring 2022 and, in addition, faculty will reach out to alumni personally asking them to complete the survey, either through postcard or phone call.</p>
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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 on 14 of the 15 rubrics.	The Department analyzes the edTPA scores by the Conventional program and the PEDL (DLiTE, FasTrack, and Special Education) program. In 2020-2021, the Conventional program had 55 candidates complete the internal alternate edTPA, with 11 completing remediation. PEDL had a total of 61 candidates complete the

	<p>**As a result of COVID-19, the edTPA was not required by PELSB during the 2020-2021 year. Instead, BSU required students to complete an alternate edTPA that was assessed internally by BSU Education faculty and Content Coordinators prior to passing student teaching. Students submitted a Context for Learning, Lesson Plan and Commentary into Taskstream. Faculty graded the Context for Learning and Commentary on a Meets/Does Not Meet Requirements basis and scored the Lesson Plan out of 24 points. If students scored 'Does Not Meet Requirements' on either the Context for Learning or Commentary or below a 19/24 on the Lesson Plan, they were required to complete remediation with the faculty member.</p>	<p>alternate edTPA with 4 completing remediation.</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 2020-2021, we had 157 student teachers, with 132 completing the Exit Survey in their last</p>

		<p>semester, for a response rate of 84.1%. The Transition-to-Teaching Survey was sent to 196 alumni, with 25 completing the survey, for a response rate of 12.76%</p> <p>Bemidji State University has historically had a low response rate on the Transition-to-Teaching survey, as have other Minnesota Colleges and Universities. In response, BSU held a drawing for Visa gift cards to 2 individuals who completed the Transition-to-Teaching Survey. We found this to be successful incentive, raising the response rate from the previous year by 12.75%. the Department plans to continue this giveaway in Spring 2022 and, in addition, faculty will reach out to alumni personally asking them to complete the survey, either through postcard or phone call.</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:

- BSU Administration approved two new staffing positions in April 2021:
 - Assistant Director of Clinical Experiences
 - Assistant Director of Accreditation and Assessment

These two new positions were created to support BSU in meeting PELSB Standard 10F, which was deemed 'Not Met' during the Spring 2019 site visit: *the unit has workload policies and adequate resources to enable all faculty who teach in licensure programs the time and resources to accomplish teaching, advising, assessment of candidates and programs, research, scholarship, program administration, committee work, supervision, and service to schools and community;* Duties and responsibilities for these two positions were identified during a Professional Education Restructure Retreat held in May 2021. The group focused on critical needs for Accreditation, Advising and Administration and identified how the two additional staffing roles would help meet these needs. Both the Assistant Director of Accreditation and Assessment and the Assistant Director of Clinical Experiences started in their new role, as of Summer 2021.

- The Professional Education Department hired a new Special Education faculty member, set to start Summer 2022.
- The Professional Education Department is currently working on developing an Early Childhood licensure program and Special Education: Academic Behavioral Strategist program. These are two high need areas in Minnesota.
- The Professional Education Department used Taskstream by Watermark to monitor candidate work throughout the program, such as Field Experience Logs and Key Assessments. However, Taskstream is considered a "legacy" system and Watermark is not making additional updates, tools or features to Taskstream. The Professional Education Department decided to switch to another Watermark system called Student Learning & Licensure (SL&L) by Watermark, effective Fall 2021. SL&L has electronic field logs that host teachers approve and instructors review as well as a Placement Management Module that allows us to more efficiently track our candidates' placements over time and identify gaps prior to student teaching.

Address Challenges:

- Because of COVID-19, the Bemidji School District decided not to allow field experience candidates in their schools for Fall 2021. As our Clinical Office typically places most of our campus students in the Bemidji school district, they reached out to additional schools in the area who typically take a handful of our students in any given year. In response to the need, other area school districts accepted more candidates than normal and the Clinical Office was able to place all candidates in a PELSB approved placement. The Clinical Office strengthened their relationships with these school districts and schools, especially the Clearbrook-Gonvick District that took most of our candidates this semester. The Bemidji district has not yet announced when/if they will allow candidates in schools for Spring 2022.
- 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. In Summer 2020, PELSB determined that the Department has enacted most of the needed changes but wanted to see a full cycle of Key Assessment data which we began collecting in Spring 2020 as an indicator supporting our

new process. However, reversing course, in February 2021, PELSB's Program Review Panel flagged the Key Assessment process, and the Department was required to restructure all the Key Assessments again by May 2021. The Department created a strong Key Assessment Plan that was approved by the Program Review Panel and will be submitting another Unit Compliance Report to PELSB in December 2021 addressing these changes.

Current Priorities:

- The Professional Education Department's top priority is to be fully approved by PELSB. As described above in our current challenges, the Department's Assessment Committee is continuing to work to meet the remaining standards: 6A, 6C, 7A, 7C and 10F.
- PELSB released new unit rule in Summer 2021, effective July 1, 2022. The Professional Education Department's Assessment Committee is working to map these standards with existing processes and identifying processes that need be revised to meet new rule.

Innovations:

The Professional Education Department is exploring the option of offering an *Introduction to Education* course that would exist outside of the Education program. This would allow students who may be considering Education to take the course without needing to complete the program admission process. Additionally, the Department is hoping to build the course so that all BSU students can use it to meet a Liberal Education requirement. An Ad Hoc Committee has been created, tasked with exploring this idea.