**Annual Summary of Program Performance and Student Achievement**

**Bemidji State University**

**Spring 2020 Report**

**2018-2019 Data**

1. **Overview and Context**

Provide an overview of the provider and host institution. Include a brief explanation of accredited educator preparation programs. Provide readers with a clear understanding of the provider, its mission, and its context. Four or so brief paragraphs should suffice.

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| Bemidji State University serves over 5,100 students in [undergraduate](https://www.bemidjistate.edu/academics/undergraduate), [graduate](https://www.bemidjistate.edu/academics/graduate) and [online degree programs](https://www.bemidjistate.edu/academics/online-distance/). 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 degree is offered online to students in both the FasTrack and Campus programs. The Education Department is currently accredited by 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](https://www.bemidjistate.edu/academics/departments/professional-education/about/conceptual-framework/) sets a standard that is rigorous, exemplary and innovative. The curricular structure is research-based and organized around [Standards of Effective Practice](https://www.revisor.mn.gov/rules/?id=8710.2000). 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.’ |

1. **Program Specifics Update**

In the table below, insert rows with information about all of your AAQEP-accredited programs, updated to reflect the most recent enrollment and completer data:

**Table 1. Program Specification: Enrollment and Completers for 2018-2019**

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| --- | --- | --- | --- |
| **Degree/Program  Name and Level**  (list specific programs and levels, e.g., bachelor’s, master’s, post-baccalaureate, certificate only) | **Corresponding State Certificate, License, Endorsement, or Other Credential** (use a separate line for each certificate, license, endorsement, or other program) | **Number of Candidates** (currently enrolled— identify year in title line above) | **Number of Completers** (most recently completed academic year—identify year above) |
| Campus: Bachelor’s | Elementary Education License | 98 | 39 |
| Campus: Bachelor’s | Elementary Education:  Middle Level English Endorsement | 8 | 3 |
| Campus: Bachelor’s | Elementary Education:  Middle Level Math Endorsement | 20 | 7 |
| Campus: Bachelor’s | Elementary Education:  Middle Level Science Endorsement | 2 | 0 |
| Campus: Bachelor’s | Elementary Education:  Middle Level Social Studies Endorsement | 4 | 3 |
| Campus: Bachelor’s | Elementary Education:  Preprimary Endorsement | 34 | 14 |
| Campus: Bachelor’s | English Education License | 12 | 2 |
| Campus: Bachelor’s | Math Education License | 17 | 4 |
| Campus: Bachelor’s | Music: Vocal Education License | 7 | 5 |
| Campus: Bachelor’s | Music: Instrumental Education License | 4 | 1 |
| Campus: Bachelor’s | Social Studies Education License | 19 | 3 |
| Campus: Bachelor’s | Science: Chemistry Education License | 2 | 0 |
| Campus: Bachelor’s | Science: Earth Space Education License | 2 | 1 |
| Campus: Bachelor’s | Science: Life Science Education License | 11 | 4 |
| Campus: Bachelor’s | Science: Physics Education License | 1 | 0 |
| Campus: Bachelor’s | Health Education License | 22 | 7 |
| Campus: Bachelor’s | Physical Education License | 29 | 8 |
| DLiTE: Bachelor’s | Elementary Education License | 127 | 44 |
| DLiTE: Bachelor’s | Elementary Education:  Middle Level English Endorsement | 12 | 2 |
| DLiTE: Bachelor’s | Elementary Education:  Middle Level Math Endorsement | 9 | 1 |
| DLiTE: Bachelor’s | Elementary Education:  Middle Level Science Endorsement | 6 | 0 |
| DLiTE: Bachelor’s | Elementary Education:  Middle Level Social Studies Endorsement | 9 | 0 |
| DLiTE: Bachelor’s | Elementary Education:  Preprimary Endorsement | 20 | 1 |
| FasTrack: Post-Baccalaureate | English Education License | 8 | 4 |
| FasTrack: Post-Baccalaureate | Math Education License | 6 | 0 |
| FasTrack: Post-Baccalaureate | Social Studies Education License | 6 | 1 |
| FasTrack: Post-Baccalaureate | Science: Chemistry Education License | 7 | 1 |
| FasTrack: Post-Baccalaureate | Science: Earth Space Education License | 1 | 0 |
| FasTrack: Post-Baccalaureate | Science: Life Science Education License | 11 | 7 |
| FasTrack: Post-Baccalaureate | Health Education License | 7 | 1 |
| FasTrack: Post-Baccalaureate | Physical Education License | 11 | 2 |
| FasTrack-SPED: Post-Baccalaureate | Special Education License | 62 | 20 |
| FasTrack-SPED: Post-Baccalaureate | Autism Spectrum Disorder (ASD): License Endorsement | 22 | 6 |
| FasTrack-SPED: Post-Baccalaureate | Education Behavioral Disorder (EBD): License Endorsement | 28 | 5 |
| FasTrack-SPED: Post-Baccalaureate | Specific Learning Disability (SLD): License Endorsement | 31 | 9 |
| Special Education: Post-Baccalaureate | Special Education License | 65 | 22 |
| Special Education: Post-Baccalaureate | Autism Spectrum Disorder (ASD): License Endorsement | 15 | 4 |
| Special Education: Post-Baccalaureate | Education Behavioral Disorder (EBD): License Endorsement | 18 | 5 |
| Special Education: Post-Baccalaureate | Specific Learning Disability (SLD): License Endorsement | 20 | 7 |
| Special Education: Certificate Only | Autism Spectrum Disorder (ASD): Certificate | 16 | 4 |
| Special Education: Certificate Only | Education Behavioral Disorder (EBD): Certificate | 17 | 7 |
| Special Education: Certificate Only | Specific Learning Disability (SLD): Certificate | 21 | 5 |
| Health Certificate | Health Add-On License: Certificate | 0 | 3 |
|  |  | TOTAL: 615 | TOTAL: 196 |

1. **Program Performance Indicators**

The following indicators of program performance are reported annually.

**Table 2: Program Performance Indicators**

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| 1. **Total** **enrollment** in educator preparation programs for the most recently completed academic year, or annual cycle defined by provider (unduplicated count--i.e., count individuals seeking more than one certificate or license only once). |
| BSU’s Professional Education program has 500 enrolled, unduplicated individuals. |
| 2. **Total** number of unique **completers** (across all programs) in most recently completed academic year, or annual cycle defined by provider. |
| BSU’s Professional Education program has 163 unduplicated completers. |
| 3. **Number** of completers **recommended** for certification or licensure in most recently completed academic year, or annual cycle defined by provider. Please note numbers, if any, that are recommended for more than one certificate or license. |
| |  |  | | --- | --- | | **2018-2019 Licensure Break-Down** | | | Number of Duplicated Initial Licenses | 463 | | Number of Unduplicated Initial Licenses | 365 | | Number of Duplicated Add-On Licenses | 95 | | Number of Unduplicated Add-On Licenses | 87 | |
| 4. Cohort completion rates for candidates who completed the various programs in each respective program’s expected timeframe **and** in 1.5 times each respective program’s expected timeframes. |
| Associated with unavoidable COVID-19 related delays, BSU’s Office of Institutional Research & Effectiveness has been unable to pull all of this required information. The Department did not track this data element in the past and since the Minnesota COVID-19 pandemic shutdown in May, 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 their staff members have the needed resources and access issues are resolved, we can quickly develop these queries and amend this report. |
| 5. Summary of State license examination results, including teacher performance assessments (you may include link to publicly available external reporting sites). Please specify any examinations on which the pass rate (cumulative at time of reporting) were below 80%. |
| It is required by the State of Minnesota’s Professional Educator Licensing and Standards Board (PELSB) 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 2018-2019, thereby, meeting the state’s current edTPA requirements. |
| 6. Narrative explanation of evidence available from program completers, with characterization of findings. One to two paragraphs should be sufficient. |
| Our program completers complete the NeXT Common Metrics Transition to Teaching Survey, chosen and mandated by the State of Minnesota’s Professional Educator Licensing and Standards Board (PELSB). First-year teachers evaluate how well BSU prepared them on various items within the following four categories: Instructional Practice, Diverse Learners, Learning Environment, and Professionalism. The Transition to Teaching Survey was sent to 79 first-year teachers to capture data on 2018-2019 completers. Unfortunately, only one teacher completed this survey, indicating a .01% response rate.  Bemidji State University has historically had a small response rate on this survey, as have other Minnesota Colleges and Universities. This is a topic often discussed at the Minnesota Association of Colleges for Teacher Education (MACTE) 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, hopefully also increasing our response rates on the Transition to Teaching survey. |
| 7. Narrative explanation of evidence available from employers of program completers, with characterization of findings. One to two paragraphs should be sufficient. |
| 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). Employers evaluate how well BSU prepared these first-year teachers on various items on a scale of 1-4 within the following four categories: Instructional Practice, Diverse Learners, Learning Environment, and Professionalism. The Administrator/Principal Survey was sent to 70 principals to capture data on 79 2018-2019 completers, with 49 completing the survey, for a 62.03% response rate.  The department analyzes these data each year and highlights the three constructs that principals rated our program highest and lowest in terms of candidate preparation. The three highest and their average ratings, in order from highest to lowest, are:   * Upholds laws related to student rights and teacher responsibility: 3.86 * Collaborates with teaching colleagues to improve student performance: 3.84 * Select instructional strategies to align with learning goals and standards: 3.82   The three lowest and their averages rated, in order from highest to lowest are:   * Makes interdisciplinary connections among core subjects: 3.47 * Differentiates assessments for all learners: 3.4 * Identifies issues of reliability and validity in assessment: 3.35   These findings were similar to 2017-2018 results, with principals indicating that their first-year teachers also struggled with assessment pieces. Additionally, this corresponds with edTPA scores, in which our student teachers have historically scored lowest in Task 3: Assessment. The department has implemented changes by incorporating more opportunities for students to practice assessment within specific courses and gain experience in providing feedback to peers. The Education Department also restructured their Key Assessments in Fall 2019 so that students now complete three Lesson Plans, based on the edTPA, during beginning, middle and end stages of their program where they demonstrate their Planning, Instruction, and Assessment skills. |
| 8. Employment (and/or more schooling) rates for immediate prior year’s completers, if known. Comment on means of accessing this information and challenges encountered in gathering this information. |
| The State of Minnesota’s Professional Educator Licensing and Standards Board (PELSB) releases an Employment Educator Report each spring for Minnesota State Colleges and Universities. Employment rates can be calculated for newly licensed Minnesota graduates based on the information released on the report.  Unfortunately, due to dealing with COVID-19 related issues, PELSB has not yet released this Employment Educator Report. Minnesota institutions were assured that this report would be available at the beginning of April, but it has not been updated as of April 30th, despite multiple requests. |

1. **Candidate Academic Performance Indicators**

This section reports on your own expectations for candidate/completer performance and indicators of their success in meeting those expectations. For each of AAQEP’s Candidate and Completer Performance Standards (Standards 1 and 2), please specify 3 to 5 expectations in Table 4.1 and:

* List your chosen measures of performance (these may be taken from your Quality Assurance Report)
* Indicate the performance expectations for each measure (i.e. your definition of minimally adequate performance, though you may also specify other levels of performance as well)
* Summarize candidate/completer success in relation to those expectations

**Table 3. Academic Performance Expectations and Level of Success**

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| **Std.** | **Provider-Selected Measures** | **Explanation of Performance Expectation** | **Level or Extent of Success in Meeting the Expectation** |
| **1** | MTLE Exams | Candidates are required to take the NES exams but are not required to pass them. Candidates are expected to take and pass the pedagogy and content exams before program completion. | Candidates are not able to apply into the program until they have shown proof that they have taken either the NES exams or an alternative, PELSB approved, test has been completed such as the ACT with English/Writing.  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. Our Licensing Officer does not recommend a teacher candidate for licensure until they have passed the required tests.  In 2018-2019, pass rates for the Pedagogy Elementary and Secondary two subtests were the following:   |  |  |  | | --- | --- | --- | | **Exam** | **# of Takers** | **Pass Rate** | | Pedagogy: Elementary | 114 | 82% | | Pedagogy: Secondary | 55 | 98% | |
| **1** | Key Assessments | Candidates are expected to complete 3 Key Assessments within their program. | 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 required assignments that provide us with data to identify needed program improvements. We spent Fall 2019 restructuring these assessments so that our data will be more valuable and aligned for program analysis. However, it is department procedure that if a candidate does not submit their Key Assessment within Taskstream they will receive an Incomplete in the class, which must be addressed within one regular term. Therefore, we are confident that each candidate has completed the Key Assessments within the designated program courses by the time they graduate. |
| **1** | 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 Disposition Point Average, 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 because our graduating students have gone through three semesters. We have had a few students not reach this 3.0 mark, but each one has had a limited number of Dispositions completed and they are required to meet with the Director of Clinical Experiences before being allowed to student teach. |
| **1 & 2** | edTPA | Candidates are expected to score a 2.0 or higher in the 15 rubrics. | The department separates the edTPA scores by Campus and PEDL (DLiTE, FasTrack, and Special Education). In 2018-2019, Campus had a total of 71 candidates, with 21 receiving a 1.0 on 2 or more rubrics. PEDL had a total of 68 candidates, with 7 receiving a 1.0 on 2 or more rubrics. These candidates all completed remediation before receiving a passing grade for student teaching. |
| **1 & 2** | Common Metrics Surveys | Candidates are expected to complete the Common Metrics Surveys during their last semester in the program and also after their first-year teaching. | 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 2018-2019, we had 142 student teachers, with 65 completing the survey in their last semester, for a response rate of 45.8%. As stated in question 7 above, only one first-year teacher out of 79 completed the Transition-to-Teaching survey. |

1. **Notes on Progress, Accomplishment, and Innovation**

Describe recent program accomplishments, efforts to address challenges, priorities in your current agenda, and innovations that are on the horizon. Please limit comments to no more than two pages.

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| **Recent Program Accomplishments:**  Due to COVID-19, the Campus program was forced to convert all classes online very quickly. This was successfully completed in a relatively short time to ensure as smooth a transition as possible for students to continue coursework, and hopefully, successfully complete their coursework.  Our department always provides edTPA training and support for candidates across all programs and this year we had a near perfect attendance for these training webinars. We saw an increase in edTPA scores this year, with our Campus overall pass rates increasing by 24%. Additionally, only one candidate received a Condition Code this past semester.  The Admission and Retention Committee finalized a new admission rubric for a more holistic view of student admissions. The new rubric assesses four specific writing prompts (rather than a general essay on why they want to be a teacher). These prompts include communication (teamwork), critical thinking (time management), leadership, and human interaction (conflict resolution). The committee also assisted with Department handbook revisions.  The Department is adding a second Licensing Certification Officer. This means we will have two people following licensure changes and assisting students in the licensure application process. Also, we are piloting several online license application walkthrough sessions in May 2020 to assist candidates with the application for licensure process.  The Assessment Committee restructured the program’s Key Assessments during Fall 2019 and redesigned them to be a lesson plan aligned with the edTPA lesson plan. Training materials have been provided to faculty who have Key Assessments in their courses. PEDL faculty, including adjuncts, met in December 2019 to discuss lesson planning across the program and discussed key assessment plans to support students complete the lesson plan.  **Efforts to Address Challenges:**  The Department has requested administrative support for additional staff and faculty in the department to manage an increasingly complex set of state statues for licensure.  Despite being located near three Native American reservations, our Education Department lacks diversity in our enrollment. The Department created a Diversity Committee this year with a charge to include more diversity-related materials in courses and educate faculty and staff on this matter. The Diversity Committee plans to facilitate a common read throughout the department in Fall 2020: White Fragility: Why it’s so hard for white people to talk about racism by Robin Diangelo. The Committee has is developing proposed course in the Elementary Program, *Teaching American Indian Students*, with a potential pilot date of Fall 2021. The Committee is also implementing course tasks and readings that specifically address diversity standards within the professional education program curriculum and andragogy.  Additionally, PEDL faculty Lisa Schmitz and Jessamay Pesek have revised an ED 3/5100 *Foundations of Education* assignment that focuses on cultural experiences for students to read a text, attend an event, interview a person, or do a series of activities to explore being Muslim in an effort to gain an experience beyond students’ individual cultural frame of reference.  The Department is continuously seeking ways to improve candidate’s edTPA scores and instill effective teaching practices into our students’ repertoire of skills. Faculty and staff conducted a two-day Curriculum Review workshop with Pearson to improve effective teaching in Spring 2020. The Director of Clinical Experiences is also working with Pearson to develop a strong remediation plan for students who receive a 1.0 score on 2 or more edTPA rubrics. PEDL faculty plan to meet during the Summer 2020 to review the curriculum and discuss how they may better support students completing the edTPA and focus on how they prepare students for unit and lesson planning experiences across classes. Campus faculty are also making similar plans.  Our students have struggled with background checks as each student teaching school site has different requirements and timelines. We are attempting to obtain approval to create an acceptable BSU background check that streamlines the process and timeline for students and supports admission to smaller rural school districts.  With COVID-19 came issues related to field experiences and how our students will complete 100 hours before student teaching. The Department is working in collaboration with K-12 partner schools to provide online tutoring opportunities for our candidates to tutor a K-12 student.  **Priorities in Our Current Agenda:**  The Professional Education Department has worked this year to meet PELSB Compliance standards based on our Spring 2019 site visit. A Compliance Report addressing how our Department has resolved these issues was created this year and sent to PELSB, for which we are awaiting their response. Resolving these PELSB issues has been our top priority this year.  Recently, we have been determining how best to accommodate students to meet licensure requirements and restrictions during COVID-19 without requiring students to attend school for an additional semester.  The Department is also working towards securing additional staff and faculty, specifically staff for the Clinical Office. This office is continuing to develop and foster long-term field experience and student teaching relationships in our rural region.  **Innovations on The Horizon:**  The Campus Education program has been working to improve K-12 partnerships and develop more meaningful field placement experiences for teacher candidates. We have been collaborating with the schools to alter the Field Experience placements to address a series of requests from our cooperating schools, such as requiring our students to be in a classroom 2 days in a row that would allow our students to learn more about and practice differentiation. This idea will be piloted Fall 2020.  The program is also in the process of being approved to create an honorarium for field experience host teachers to promote deeper partnerships, respect, and feedback loops.  As stated above, the Clinicals Office is working to receive approval to create a BSU background check that streamlines the process and timeline for students and supports admission to smaller rural school districts. Additionally, the Diversity Committee is working to pilot a new course in Fall 2021 called *Teaching American Indian Students.* |