AAQEP Annual Report for 2023

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 (BSU) serves approximately 4,000 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.

BSU's Vision Statement: "We educate people to lead inspired lives."
BSU's Mission Statement: "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 Office of Teacher Education (OTE) was created in Summer 2022 and is made up of an acting director and five staff members who work in collaboration with the various teacher preparation programs at BSU. Prior to Summer 2022, all functions of the OTE were housed within the Department of Professional Education. The five OTE staff members are the:
- Assistant Director of Clinical Experiences
- Assistant Director of Student Success/Licensing Certification Officer
- Assistant Director of Acceditation and Assessment/Licensing Certification Officer
- Assessment Research Analyst
- Office Manager

The teacher preparation programs make up the third largest program at BSU, with 193 students (based on 2022-23 data) earning licensures and degrees in Elementary Education, Secondary Education, K-12 Education, and Special Education (an online graduate program). The conventional program is based on-campus in Bemidji, Minnesota, while the PEDL (Professional Education Distance Learning) umbrella program is based in Minneapolis-St. Paul. The PEDL program is made up of two sub-programs: the DLiTE program, an undergraduate, elementary education program and 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).

The Professional Education Department'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."

It should be noted that all teacher preparation programs are currently working towards creating an updated and unified Conceptual Framework, in alignment with the new Standards of Effective Practice that the State of Minnesota released in July 2022. Once finalized, this Conceptual Framework may lead towards an updated OTE mission statement.

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 2022-2023

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (12 months ending 05/23)	**Number of Completers** in most recently completed academic year (12 months ending 05/23)
Programs that lead to initial teaching credentials			
Conventional: Bachelor of Science	Elementary Education License (Grades K-6)	131	31
Conventional: Bachelor of Science	Elementary Education: Middle Level English Endorsement (Grades 5-8)	7	2
Conventional: Bachelor of Science	Elementary Education: Middle Level Math Endorsement (Grades 5-8)	17	6
Conventional: Bachelor of Science	Elementary Education: Middle Level Science Endorsement (Grades 5-8)	2	0
Conventional: Bachelor of Science	Elementary Education: Middle Level Social Studies Endorsement (Grades 5-8)	8	1
Conventional: Bachelor of Science	Elementary Education: Preprimary Endorsement (Age 3-PreK)	35	7
Conventional: Bachelor of Science	English Education License (Grades 5-12)	20	2

Conventional: Bachelor of Science	Math Education License (Grades 5-12)	23	10
Conventional: Bachelor of Science	Music: Vocal Education License (Grades K-12)	5	0
Conventional: Bachelor of Science	Music: Instrumental Education License (Grades K-12)	13	3
Conventional: Bachelor of Science	Social Studies Education License (Grades 5-12)	28	8
Conventional: Bachelor of Science	General Science (Grades 5-8)	17	6
Conventional: Bachelor of Science	Science: Chemistry Education License (Grades 9-12)	2	2
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	4
Conventional: Bachelor of Science	Science: Physics Education License (Grades 9-12)	1	0
Conventional: Bachelor of Science	Health Education License (Grades 5-12)	21	5
Conventional: Bachelor of Science	Physical Education License (Grades K-12)	28	7
DLiTE: Bachelor of Science	Elementary Education License (Grades K-6)	168	39
DLiTE: Bachelor of Science	Elementary Education: Middle Level English Endorsement (Grades 5-8)	14	1
DLiTE: Bachelor of Science	Elementary Education: Middle Level Math Endorsement (Grades 5-8)	8	1
DLiTE: Bachelor of Science	Elementary Education: Middle Level Science Endorsement (Grades 5-8)	13	0
DLiTE: Bachelor of Science	Elementary Education: Middle Level Social Studies Endorsement (Grades 5-8)	7	0
DLiTE: Bachelor of Science	Elementary Education: Preprimary Endorsement (Age 3-PreK)	27	4
FasTrack: Post-Baccalaureate	English Education License (Grades 5-12)	20	3
FasTrack: Post-Baccalaureate	Math Education License (Grades 5-12)	8	2

FasTrack: Post-Baccalaureate	Social Studies Education License (Grades 5-12)	11	1
FasTrack: Post-Baccalaureate	Science: Chemistry Education License (Grades 9-12)	6	1
FasTrack: Post-Baccalaureate	Science: Earth Space Education License (Grades 9-12)	6	1
FasTrack: Post-Baccalaureate	Science: Life Science Education License (Grades 9-12)	9	1
FasTrack: Post-Baccalaureate	Science: Physics Education License (Grades 9-12)	3	0
FasTrack: Post-Baccalaureate	Health Education License (Grades 5-12)	0	0
FasTrack: Post-Baccalaureate	Physical Education License (Grades K-12)	25	7
FasTrack-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement (Grades B-12)	33	9
FasTrack-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement (Grades K-12)	43	8
FasTrack-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement (Grades K-12)	25	5
Total for programs that lead to initial credentials		**798**	**177**
Programs that lead to additional or advanced credentials for already-licensed educators			
Conv-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement (Grades B-12)	29	11
Conv-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement (Grades K-12)	23	6
Conv-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement (Grades K-12)	26	9
Developmental Adapted Physical Education (DAPE): Certificate	DAPE: License (Grades B-12)	37	7
Health: Certificate	Health Add-On: License (Grades 5-12)	13	3
Middle Level Math: Certificate	Middle Level Math Add-On: License (Grades 5-8)	1	0

Middle Level Science: Certificate	Middle Level Science Add-On: License (Grades 5-8)	6	0
Preprimary: Certificate	Preprimary Add-On: License (Age 3-PreK)	2	0
Master of Special Education: Master's degree		70	26
Total for programs that lead to additional/advanced credentials		**207**	**62**
Programs that lead to credentials for other school professionals or to no specific credential			
Total for additional programs		**0**	**0**
TOTAL enrollment and productivity for all programs		**1005**	**239**
Unduplicated total of all program candidates and completers		**679**	**193**

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 successfully completed the Minnesota PELSB (Professional Educator Licensing and Standards Board) process in 2022-2023 to add the following teacher education programs:
- Core Skills of Career and Technical Education- starting Fall 2024
- Career and Technical Education: Construction Careers- starting Fall 2024
- Career and Technical Education: Communications Technology- starting Fall 2024
- Music: Instrumental (FasTrack)- started Summer 2023
- Music: Vocal (FasTrack)- started Summer 2023
- Visual Arts- starting Spring 2024

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 2022-2023 is 679 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 2022-2023 is 193 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 2022-2023 (05/16/2022 to 05/04/2023).

Table A. Certificate, License, or Endorsement Recommendations Completed in 2022-2023

Degree or Certificate granted by the institution/organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Recommendations** in 2022-23
Conventional: Bachelor's degree	Elementary Education License	45
Conventional: Bachelor's degree	Elementary Education: Middle Level English Endorsement	2
Conventional: Bachelor's degree	Elementary Education: Middle Level Math Endorsement	1
Conventional: Bachelor's degree	Elementary Education: Middle Level Science Endorsement	4

Table A. Certificate, license, or endorsement recommendations completed in 2022-2023 (cont.)

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Recommendations in 2022-23
Conventional: Bachelor's degree	Elementary Education: Middle Level Social Studies Endorsement	0
Conventional: Bachelor's degree	Elementary Education: Preprimary Endorsement	13
Conventional: Bachelor's degree	English Education License	2
Conventional: Bachelor's degree	Math Education License	1
Conventional: Bachelor's degree	Music: Vocal Education License	2
Conventional: Bachelor's degree	Music: Instrumental Education License	3
Conventional: Bachelor's degree	Social Studies Education License	2
Conventional: Bachelor of Science	General Science	5
Conventional: Bachelor's degree	Science: Chemistry Education License	1
Conventional: Bachelor's degree	Science: Earth Space Education License	0
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	6
Conventional: Bachelor's degree	Physical Education License	7
DLiTE: Bachelor's degree	Elementary Education License	35

Table A. Certificate, license, or endorsement recommendations completed in 2022-2023 (cont.)

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Recommendations in 2022-23
DLiTE: Bachelor's degree	Elementary Education: Middle Level English Endorsement	1
DLiTE: Bachelor's degree	Elementary Education: Middle Level Math Endorsement	1
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	1
FasTrack: Post-Baccalaureate	English Education License	1
FasTrack: Post-Baccalaureate	Math Education License	1
FasTrack: Post-Baccalaureate	Social Studies Education License	2
FasTrack: Post-Baccalaureate	Science: Chemistry Education License	0
FasTrack: Post-Baccalaureate	Science: Earth Space Education License	1
FasTrack: Post-Baccalaureate	Science: Life Science Education License	2
FasTrack: Post-Baccalaureate	Science: Physics Education License	1
FasTrack: Post-Baccalaureate	Health Education License	0
FasTrack: Post-Baccalaureate	Physical Education License	2
FasTrack: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement	6

Table A. Certificate, license, or endorsement recommendations completed in 2022-2023 (cont.)

Degree or Certificate granted by the institution/organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Recommendations** in 2022-23
FasTrack: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement	11
FasTrack: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement	4
Conv-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement	14
Conv-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement	5
Conv-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement	7
Developmental Adapted Physical Education (DAPE): Certificate	DAPE: License (Grades B-12)	6
Preprimary: Certificate	Elementary Education: Preprimary Endorsement	1
Middle Level Science: Certificate	Middle Level Science Add-On: License (Grades 5-8)	2
TOTAL licensure recommendations for all programs		**203**

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.

Program	Expected timeframe (1.0)	Delayed timeframe (1.5)
Conventional: Bachelor's degree	17%	58%
DLiTE: Bachelor's degree	18%	100%
FasTrack: Post-Baccalaureate	0%	38%
FasTrack-Special Education: Post-Baccalaureate	9%	91%
Conv-Special Education: Post-Baccalaureate*	69%	85%
Developmental Adapted Physical Education (DAPE): Certificate	83%	100%
Health: Certificate	67%	100%
Master of Special Education: Master's degree	100%	100%

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 2022-2023, of the 142 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.

During 2022-2023, candidates were required to take the NES Essential Academic Skills exams for a Tier 4 license, which also requires 3 years of teaching experience. Therefore, BSU encouraged, but did not require, candidates to complete the NES Essential Academic Skills exams prior to program completion.

The Minnesota Teacher Licensure Examination (MTLE) Pedagogy and Content Exams (see pass rates in Table C below) were 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 Officers did not recommend a teacher candidate for licensure until they had 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 (2022-2023) for Pedagogy, Essential Academic Skills (EAS), and Content tests

MTLE - Subtest Name	# Tests Taken[1]	% Pass	% Pass - State[2]	# Att. 1[3]	% Pass Att. 1	# Retakers[4]	% Pass Retakers
Pedagogy: Elem Sub 1	63	92%	96%	57	93%	6	83%
Pedagogy: Elem Sub 2	61	80%	92%	55	84%	6	50%
Pedagogy: Secondary Sub 1	36	83%	93%	31	87%	5	60%
Pedagogy: Secondary Sub 2	36	81%	95%	31	87%	5	40%
EAS Mathematics	20	55%	69%	14	64%	6	33%
EAS Reading	15	80%	82%	12	83%	3	67%
EAS Writing	18	50%	59%	13	54%	5	40%
Chemistry Sub 1	3	100%	94%	2	100%	1	100%
Chemistry Sub 2	2	100%	93%	2	100%	0	-
Comm Arts/Lit Sub 1	3	100%	97%	3	100%	0	-
Comm Arts/Lit Sub 2	3	100%	93%	3	100%	0	-
Early Childhood Ed Sub 1	1	100%	80%	0	-	1	100%
Earth Space Science Sub 1	2	50%	92%	0	-	2	50%
Earth Space Science Sub 2	2	50%	79%	0	-	2	50%
Elementary Ed Sub 1	71	72%	85%	50	82%	21	48%
Elementary Ed Sub 2	53	85%	89%	46	87%	7	71%
Elementary Ed Sub 3	62	84%	88%	47	94%	15	53%
Health Sub 1	7	100%	100%	7	100%	0	-
Health Sub 2	7	100%	95%	7	100%	0	-
Inst & Vocal Music Sub 1	1	100%	95%	1	100%	0	-
Instr Classrm Music Sub 2	1	100%	94%	1	100%	0	-
Life Science Sub 1	3	100%	94%	3	100%	0	-
Life Science Sub 2	4	75%	89%	2	100%	2	50%
Mathematics Sub 1	12	83%	91%	12	83%	0	-
Mathematics Sub 2	12	75%	91%	12	75%	0	-
ML Comm Arts/Lit Sub 1	1	100%	86%	1	100%	0	-

Table C. MTLE pass rates (2022-2023) for Pedagogy, Essential Academic Skills (EAS), and Content tests (cont.)

MTLE - Subtest Name	# Tests Taken[1]	% Pass	% Pass - State[2]	# Att. 1[3]	% Pass Att. 1	# Retakers[4]	% Pass Retakers
ML Comm Arts/Lit Sub 2	1	100%	96%	1	100%	0	-
ML Math Sub 1	6	33%	49%	3	33%	3	33%
ML Math Sub 2	5	40%	39%	3	33%	2	50%
ML Science Sub 1	2	100%	100%	2	100%	0	-
ML Science Sub 2	2	100%	89%	2	100%	0	-
ML Social Studies Sub 1	2	100%	90%	2	100%	0	-
ML Social Studies Sub 2	2	100%	100%	2	100%	0	-
Phys Ed Sub 1	9	89%	96%	8	88%	1	100%
Phys Ed Sub 2	9	89%	96%	8	88%	1	100%
Physics Sub 2	1	100%	69%	0	-	1	100%
PrePrimary Sub 1	19	47%	70%	7	57%	12	42%
PrePrimary Sub 2	18	50%	77%	7	71%	11	36%
Social Studies Sub 1	5	80%	95%	5	80%	0	-
Social Studies Sub 2	6	67%	83%	5	80%	1	0%
Spec Ed Core Skills Sub 1	23	100%	98%	22	100%	1	100%
Spec Ed Core Skills Sub 2	23	96%	97%	22	95%	1	100%

[1] "# 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.
[2] Minnesota statewide pass rates, provided by Pearson Education, Inc. and affiliates.
[3] "# Att. 1" indicates the number subtests that were taken for the first time by BSU students.
[4] "# Retakers" indicates the number of subtests that were taken after the first attempt.

Note: As of August 1st, 2023, Minnesota no longer requires the Minnesota Teacher Licensure Examination (MTLE) NES Essential Academic Skills, Pedagogy, or Content exams for licensure if the candidate completed a PELSB-approved teacher preparation program. Thus, Bemidji State University will no longer have candidates completing these exams beginning in 2023-2024.

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

In fall and spring 2022-2023, 49 of 147 students completed the Exit Survey, with a 33.3% response rate; while 20 of 115 alumni completed the Alumni (Transition to Teaching) Survey in Spring 2023, with a 17.4% response rate. It should be noted that Bemidji

State University has historically received high response rates for the Exit Survey, with a 96.9% response rate in 2021-2022, and lower response rates for the Alumni Survey, although has seen improvements for the Alumni Survey in recent years due to efforts made by BSU faculty and staff.

We believe this year's low response rates for the Exit Survey can be attributed to a change in distributing the survey itself. In 2022-2023, the distribution and data collection of the Common Metrics Exit, Alumni, and Administrator surveys were outsourced to the University of Minnesota's Office of Teacher Education who began this initiative with the goal to support all Minnesota Education Preparation Providers and provide these providers with clean, aggregate survey reports to assist in reporting processes. With this change, instead of the Exit Surveys being available for candidates within BSU's Student Learning & Licensure (SL&L) Student Teaching module, as had previously been done, the survey was emailed to candidates, with many emails unfortunately landing in the Junk folder. Prior to the emails being sent, BSU's Assessment Research Analyst had notified candidates that they would be receiving a survey, and, after being made aware that the email was being sent to the candidates' Junk folders, followed up immediately with screenshots to assist the candidates in locating the survey. Despite these efforts, BSU did experience a significant drop in response rates and has been working with the University of Minnesota to prevent this error for future surveys.

Additionally, the University of Minnesota has experienced recent turnover within their Office of Teacher Education, preventing the datasets from being distributed to BSU by the planned deadlines in Fall 2023. As such, while BSU's teacher preparation programs typically review Exit, Alumni, and Administrator surveys at an October Data Day and address these data at a Fall Advisory Board, programs were unable to review this data during the fall semester, with the exception of Exit Survey comments at the December 2023 APLE (Academic Program Leaders in Education) meeting. These datasets will be reviewed at a February 2024 Data Day for a more in-depth analysis; however, common themes of Strengths and Areas of Improvement can be found amongst the quantitative data, with several noted below:

Strengths:

- Within the Exit Survey and Alumni survey, two categories emerged as ones that completers and alumni felt BSU effectively prepared them within:
    - Diverse Learners: Teach students from culturally and ethnically diverse backgrounds and communities.

	Agree/ Very Satisfied	Tend to Agree/ Satisfied	Tend to Disagree/ Dissatisfied	Disagree/ Very Dissatisfied
Exit Survey- Conventional *n=32*	29.0%	45.2%	25.8%	0.0%
Exit Survey- DLiTE *n=8*	28.6%	57.1%	14.3%	0.0%

Diverse Learners Category Table (cont.)

Exit Survey- FasTrack *n=3*	33.3%	66.7%	0.0%	0.0%
Exit Survey- SPED *n=6*	66.7%	33.3%	0.0%	0.0%
Alumni Survey- Conventional *n=9*	55.6%	44.4%	0.0%	0.0%
Alumni Survey- DLiTE *n=3*	100%	0.0%	0.0%	0.0%
Alumni Survey- FasTrack *n=4*	50.0%	50.0%	0.0%	0.0%
Alumni Survey- SPED *n=4*	100%	0.0%	0.0%	0.0%

o Learning Environment: Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.

	Agree/ Very Satisfied	Tend to Agree/ Satisfied	Tend to Disagree/ Dissatisfied	Disagree/ Very Dissatisfied
Exit Survey- Conventional *n=32*	48.4%	38.7%	9.7%	3.23%
Exit Survey- DLiTE *n=8*	42.9%	57.1%	0.0%	0.0%
Exit Survey- FasTrack *n=3*	66.7%	33.3%	0.0%	0.0%
Exit Survey- SPED *n=6*	50.0%	50.0%	0.0%	0.0%
Alumni Survey- Conventional *n=9*	33.3%	67.7%	0.0%	0.0%
Alumni Survey- DLiTE *n=3*	67.7%	33.3%	0.0%	0.0%
Alumni Survey- FasTrack *n=4*	75.5%	25.5%	0.0%	0.0%
Alumni Survey- SPED *n=4*	100%	0.0%	0.0%	0.0%

Overall, many Alumni indicated that they would recommend BSU to a prospective teacher:

	Agree/ Very Satisfied	Tend to Agree/ Satisfied	Tend to Disagree/ Dissatisfied	Disagree/ Very Dissatisfied
Alumni Survey- Conventional *n=9*	0.0%	77.8%	11.1%	11.1%
Alumni Survey- DLiTE *n=3*	67.7%	33.3%	0.0%	0.0%
Alumni Survey- FasTrack *n=4*	100%	0.0%	0.0%	0.0%
Alumni Survey- SPED *n=4*	75.%	25.0%	0.0%	0.0%

Areas for Improvement:
Across Bemidji State University's teacher preparation programs, two items can be identified from the survey data as areas for improvement.
1. Classroom Management: This area of improvement was also noted in BSU's 2021-2022 AAQEP Annual Report. As BSU's teacher preparation programs have been discussing curricular changes to address the new Minnesota Standards of Effective Practice, they have considered various options on how to incorporate classroom management across the programs more effectively. These discussions will continue in the Spring 2024 semester.

2. Long-Range Instructional Plans: This area of improvement emerged from the Exit Survey, where completers across all teacher preparation programs indicated that they were Very Dissatisfied or Dissatisfied with BSU's preparation for them to design long-range instructional plans that meet curricular goals. This finding will be addressed at a Spring 2024 APLE meeting or the February 2024 Data Day.

It should be noted that the Conventional program's Exit Survey data scored lower in most categories than other BSU teacher preparation programs. This was briefly discussed at the December 2023 APLE meeting; however, more time is needed to address this finding. This data will be reviewed in more detail with APLE members and the Professional Education department in Spring 2024.

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

35 of 59 administrators completed the 2022-2023 Administrator Survey, with a 52.8% response rate. As explained in more detail above (Item F), Bemidji State University's teacher preparation programs did not receive this data in time for the October 2023 Data Day. However, it can be noted that overall administrators had positive responses concerning the preparation of their first-year teachers from BSU's programs. Within the Conventional and DLiTE programs, administrators indicated that candidates would benefit from more experience with differentiating assessment and instruction, and classroom management.

The 2022-2023 Administrator Survey data will be presented and discussed with faculty at a Spring 2024 APLE meeting or the February 2023 Data Day.

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, 109 out of 184 of Bemidji State University's 2021-2022 program completers were employed as P-12 teachers in Minnesota in 2022-2023, resulting in an employment rate of 59.2%.

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	During 2022-2023, candidates were required to take the NES Essential Academic Skills exams for a Tier 4 license, which also requires 3 years of teaching experience. Therefore, BSU encouraged, but did not require, candidates to complete the NES Essential Academic Skills exams prior to program completion. The MTLE Pedagogy and Content Exams were 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. Depending on which Minnesota Tier License the candidate is applying for, BSU's Licensing Certification Officers did not recommend a teacher candidate for licensure until they have taken and/or passed the required tests.	The Professional Educator and Licensing Board (PELSB) expected institutions to receive 80% pass rates for all Pedagogy and Content MTLE tests. 2022-2023 pass rates for the Pedagogy and Content tests have been identified in Part 1, 3.E above.

	As of August 1st, 2023, Minnesota no longer requires the Minnesota Teacher Licensure Examination (MTLE) NES Essential Academic Skills, Pedagogy, or Content exams for licensure if the candidate completed a PELSB-approved teacher preparation program. Thus, Bemidji State University will no longer have candidates completing these exams beginning in 2023-2024.	
Key Assessments	Candidates are expected to complete a minimum of 3 Key Assessments within their program.	BSU Faculty score the Key Assessments on the following rubric: 1- Not Yet/Absent: Below minimal expectations of teacher candidate at this stage of training 2- Needs Improvement: Shows some skills, but below expectations of teacher candidate at this stage of training 3- Proficient: Is on target for teacher candidate at this stage of training 4- Highly Proficient: Exceeds expectations for teacher candidate at this stage of training 5- Expert: Far exceeding expectations showing exceptional skills for a teacher candidate at this stage of training Each Key Assessment is aligned to 1-9 Standards of Effective Practice or Content standards. It is expected that candidates score at least a 3- Proficient on each standard. If a trend appears where candidates are scoring below a 3 on a particular standard, BSU faculty identify this as an area of improvement during Data Days. In Spring 2022, an Improvement Plan was created based on these areas of improvement and programs provided status updates in Spring 2023. These are described in more detail below. Conventional

			• ED 3100- Adjust writing prompts for the Education Philosophy Paper to align more directly with field experience.
			    ○ Update: Teacher candidates are now asked to provide connections of the 4 Key Assessment standards to their field experience when prior they were only asked to create their own philosophy. Candidates must display the evolution of student-thought processes to teacher-thought processes.
			• 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.
			    ○ Update: Ongoing
			• 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.
			    ○ Update: Ongoing
			• ED 3580 (Social Studies)- On-going collaboration to compare/contrast courses and further improve Key Assessment content standard areas.
			    ○ Update: Lead faculty met each semester to discuss how to improve the candidate's knowledge of the standards connected to this courses' Key Assessment. Faculty noted that FasTrack candidates perform consistently better on this Key Assessment and are currently analyzing how to address this disparity.
			• MATH 3065 (Middle Level Math)- Create a reflection assignment to further evaluate the candidates on their knowledge of the content standards.
			    ○ Update: Ongoing
			• 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.
			    ○ Update: The assignment for this Key Assessment was updated to a recorder instead of a guitar.

		• PHED 4/5514 (DAPE)- Gather more tools to further address gaps in learning for working candidates.
		   o Update: The program leader has reviewed new best practices for DAPE, released April 2023, and begun incorporating them into classes, reviewed and secured the Hawaii Early Learning Profile for 3-5 year olds, as well as functional assessments.
		
		DLiTE and FasTrack
		• ED 3100- Adjust writing prompts for the Education Philosophy Paper to align the historical timeline with the philosophies.
		   o Update: This course adopted open educational resources and scaffolded the Key Assessment paper with "look for's" and outlines to help student understand and meet the standards.
		• ED 3203 (Elementary)- Incorporate Standard 3.C.6c into more assignments within field experience through the Lesson Plan Description.
		   o Update: Teacher candidates now generate a list of texts representing different genres, which aligns specifically to Standard 3.C.6c. They discuss before, during, and after strategies to support comprehension in course assignments. Candidates are provided with resources and a "lesson plan explained" document to support the use of these strategies.
		• ED 3/5350- Increase the focus of assessment activities within field experience

		o Update: During the unit on lesson planning, stronger emphasis was made on the importance of addressing all aspects of the assessment section of the enhanced lesson plan, with sharing of the reason for such work in lesson planning and use of the enhanced lesson plan in the course and in student teaching. edTPA rubrics from the handbook were incorporated into multiple activities during the course requiring candidates to understand and apply the concepts being looked for and addressed in those lesson plans. Additionally, candidates study a variety of assessment and grading methods as they align to brain-based learning research and constructivist learning theory and the course itself utilizes strict narrative-only grading and assessment (commonly referred to as "ungrading") so that candidates experience assessment and grading that is entirely focused on feed-forward and rooted deeply in a student-centered classroom culture. PEDL instructors are studying and exploring aspects of "ungrading" and continuing to model substantive qualitative and narrative feedback to students. • ED 5580 (Social Studies)- On-going collaboration to compare/contrast courses and further improve Key Assessment content standard areas. o Update: Lead faculty met each semester to discuss how to improve the candidate's knowledge of the standards connected to this courses' Key Assessment. Faculty noted that FasTrack candidates perform consistently better on this Key Assessment and are currently analyzing how to address this disparity. Special Education

| | | • SPED 3/5600- Provide additional content, diversity, and possible relationships in the over-identification of some students in specific disability categories. |
| | | o Update: This course added additional information regarding the impact of gender, familial background, socioeconomic status, racial, cultural, and linguistic diversity on disabilities. Candidates use the Universal Design for Learning (UDL) that focuses on reducing barriers to learning and emphasizes the importance of ensuring that key information is equally perceptible to all learners. The faculty member provides resources of alternatives for visual information and options for language, symbols, and comprehension. The course added a module for Justice, Equity, Diversity, and Inclusion which includes content on over identification of diverse students for special education services. |

• 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.
  o Update: Faculty modeled the process of giving the WJ-IV and scoring it and provided electronic assessments training videos for WJ-IV and administration and scoring videos. The course added the utilization of Minnesota Department of Education checklists and due process forms as well as PACER resources required FAPE, accountability and parent resources and direct instruction in pre-referral interventions on how to avoid errors in IEP's, how to move from assessment to IEP goal development, and the role of RTI in the assessment process.
• 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.

		o Update: Faculty utilize and model a Minnesota Department of Education PLAAFP rubric, specific to special education teachers in Minnesota. Candidates use a PLAAFP from one of their IEP's, evaluate it based on the rubrics, and update the IEP based on areas of needed identified in the rubrics.
Dispositions	Teacher candidates are expected to receive an average disposition score of 3.0 in order to student teach. Disposition Forms are completed by Cooperating Teachers after each Conventional field placement and Cooperating Teachers complete one Disposition Form a semester for their DLiTE, FasTrack, DAPE, and Special Education teacher candidates. 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 *Disposition Point Average*, or DPA. It is expected that the candidates will have an average DPA of 3.0 throughout their semesters prior to student teaching.	Cooperating Teachers score dispositions for their teacher candidates on the following rubric: 1- Unsatisfactory 2- Developing 3- Proficient 4- Exemplary BSU expects teacher candidates to receive an average score of at least a 3.0 on their individual dispositions. If a candidate scores below a 3.0, the Clinical Staff reaches out to discuss the disposition score in detail with the candidate and determine next steps. In 2022-2023, of the 445 candidates who received dispositions from their cooperating teachers, 5 Conventional candidates, 2 DLiTE candidates, and 3 Special Education- FasTrack candidates scored below a 3.0. BSU programs' average disposition for each of the 4 areas, Compassion, Curiosity, Dedication/Responsibility, and Integrity, in 2022-2023 are as follows:

BSU Program	Compassion	Curiosity	Dedication/ Responsibility	Integrity
Conventional	3.8	3.6	3.7	3.8
DAPE	3.9	3.9	3.9	3.8
DLiTE	3.9	3.8	3.8	3.9
FasTrack	4.0	3.8	3.9	3.9
SPED-Conventional	3.9	3.9	3.9	3.8

SPED-FasTrack	3.7	3.6	3.8	3.8

Faculty reviewed this data at a Fall 2023 Data Day and overall were satisfied with the dispositional scores that candidates received. The Office of Teacher Education's Assessment Research Analyst presented this data in an updated method, through the utilization of PowerBI, which allowed faculty to not only view data but comments in an interactive manner. Faculty noted that they would prefer to see this data on a regular basis instead of once a year, so they can be included in discussions when their advisees receive a low score and address concerns earlier. Conversations will continue at Spring 2024 APLE (Academic Program Leaders in Education) meetings to determine the most efficient manner to share this data with faculty on a continuous basis.

edTPA	In 2022-2023, candidates were expected to score a 2.0 or higher on 14 of the 15 rubrics. If candidates scored a 1.0 on two or more of the 15 rubrics, they were required to complete internal remediation to receive a student teaching grade. Note: In Fall 2023, the above performance expectation was revised so that candidates now complete internal remediation if they receive 3 or more 1's across the 15 rubrics, or a score below 30. This change was discussed and approved at an APLE meeting to coincide with the awareness that 3 or more 1's indicates a pattern of difficulties that need attention.	In 2022-2023, candidates were expected to score a 2.0 or higher on 14 of the 15 rubrics. If candidates scored a 1.0 on two or more of the 15 rubrics, they were required to complete internal remediation to receive a student teaching grade. In Fall 2022, 20 of the 62 candidates who completed the edTPA required internal remediation. In Spring 2023, 17 of the 78 candidates who completed the edTPA required internal remediation. Although not directly related to candidate performance expectations, it should be noted that the Minnesota Professional Educator and Licensing Standards Board (PELSB) expects institutions to meet a 70% pass rate on the edTPA, while not requiring candidates to pass the assessment or meet a minimum score to obtain licensure. Thus, faculty have often noted the concern that many candidates do not take the edTPA seriously and the data is unreliable.

	Remediation is completed with a content faculty member.	

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
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 Learners, Learning Environment, and Professionalism. Although there are many questions included on these surveys, BSU focuses on the following 1-2 questions within the four categories: To what extent do you agree or disagree that BSU prepared you/first-year teacher to do the following: - Instructional Practice: Select instructional strategies to align with learning goals and standards - Instructional Practice: Provide students with	The Common Metrics Alumni and Administrator Surveys are completed by first-year teachers and the supervisors/administrators of those first-year teachers on a Likert Scale. This Likert Scale is as follows: - Disagree - Tend to Disagree - Tend to Agree - Agree When evaluating Common Metrics data, BSU programs focus on items identified as Disagree or Tend to Disagree. BSU identifies Tend to Agree or Agree as meeting program expectations. Across BSU's four core programs, Conventional, DLiTE, FasTrack, and Special Education, a greater number of alumni or administrators identified the below items as Tend to Disagree or Disagree rather than Tend to Agree or Agree in the Common Metrics Likert Scale questions. - Diverse Learners: Differentiate instruction for students with IEPs and 504 plans. - Conventional Alumni Survey- 22.2% Disagree, 33.3% Tend to Disagree - Diverse Learners: Differentiate instruction for students with mental health needs. - Conventional Alumni Survey- 11.1% Disagree, 44.4% Tend to Disagree

	- meaningful feedback to guide next steps in learning
	- Diverse Learners: Effectively teach students from culturally and ethnically diverse backgrounds and communities
	- Diverse Learners: Differentiate instruction for a variety of learning needs
	- Learning Environment: Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected
	- Professionalism: Collaborate with parents and guardians to support student learning
		- Diverse Learners: Differentiates instruction for gifted and talented students.
		    o DLiTE Administrator Survey- 50.0% Tend to Disagree
		- Learning Environment: Respond appropriately to student behavior.
		    o Conventional Alumni Survey- 66.7% Tend to Disagree
		- Learning Environment: Help students regulate their own behavior.
		    o Conventional Alumni Survey- 11.1% Disagree, 44.4% Tend to Disagree
		- Professionalism: Seek out learning opportunities that align with professional development plans.
		    o Conventional Alumni Survey- 11.1% Disagree, 44.4% Tend to Disagree
		
		The above data suggests that BSU's Conventional 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.
		
		Although not specifically indicated in the data above, it should be recognized that the Conventional Alumni Survey respondents indicated a larger amount of dissatisfaction with BSU's teacher preparation programs than we would typically see with this data. We will be reviewing this data more thoroughly at either a Spring 2024 APLE meeting or February 2024 Data Day.

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.

<u>New Programs and Accomplishments</u>
In the 2022-2023 Bemidji State University submitted six applications for new teacher education programs, within Minnesota designated teacher shortage areas, to the Professional Educator Licensing and Standards Board (PELSB):
- Core Skills of Career and Technical Education
- Career and Technical Education: Construction Careers
- Career and Technical Education: Communications Technology
- Music: Instrumental (FasTrack)
- Music: Vocal (FasTrack)
- Visual Arts

During Spring and Summer 2023, the above programs were all approved by PELSB. The Music FasTrack licensure programs are offered as an innovative model that is not currently available at any other Minnesota institution. Candidates complete the majority of the music education courses in a single 3-week summer intensive program on campus, and, over the next three semesters, complete the remaining standards of effective practice education courses online, culminating in a final semester of student teaching. Candidates can choose to additionally be admitted to BSU's recently developed Master of Music program and use the licensure courses towards the completion of this program. Upon completion of the master's program, candidates are also awarded the national Kodály certification endorsed by the Organization of Kodály Educators (OAKE), a prestigious accomplishment in the field of music education.

BSU's recently approved Career and Technical Education (CTE) programs are the first initial licensure CTE programs offered in the state of Minnesota. There are only two other organizations in Minnesota that support CTE licensure, and these programs are designed for additional licensure only, meaning an individual already needs to have a bachelor's degree and a teaching license to complete those programs. As Minnesota does not require a bachelor's degree for CTE licensure, BSU developed its CTE programs so that candidates can be admitted through Minnesota Tier 1 requirements: an AA degree, professional CTE certification, or five years of relevant work experience. Candidates can choose to complete a bachelor's degree at BSU or only complete one or more of the CTE licensure programs. BSU's CTE program leaders personally know numerous CTE teachers across the state of Minnesota who are currently teaching on a Tier 1 license, unable to move to a Tier 2, 3 or 4 because there were no available programs in Minnesota for their unique situation. BSU plans to launch the CTE programs in Fall 2024 and is currently in the process of finalizing course schedules and recruiting.

<u>Student Teaching Weeks</u>

BSU hosts an annual Advisory Board meeting with various stakeholders, including school administrators, cooperating teachers, program completers, and current program candidates. During a Fall 2022 Advisory Board meeting, many stakeholders noted a concern that BSU requires candidates to student teach for too many weeks in a semester, preventing completers from receiving their license in a timely manner. This is often seen when a candidate is student teaching for the BSU-required 16 weeks in the fall semester, and has a job offer set to begin immediately in the spring semester. Candidates were completing student teaching the week before Christmas, sometimes after, and then began the lengthy Minnesota licensing application process, often not receiving a license until the end of January at the earliest. This concern had been noted previously by faculty and candidates as Minnesota only requires 12 student teaching weeks for one license, and 14 weeks for dual licensure.

The Academic Program Leaders in Education (APLE) group met routinely in the Spring 2023 semester to address these concerns and designed a plan to lower the student teaching weeks required by BSU candidates across all teacher education program, with this plan being piloted in Fall 2023. This change has allowed the majority of candidates to complete their student teaching placement(s) by December 8th, if not earlier, and begin the licensure process almost immediately. BSU will continue to monitor this change to ensure candidates are still receiving valuable and beneficial student teaching experiences.