



AAQEP Annual Report for 2024

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 interim 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 former Department of Professional Education (renamed the School of Education in Fall 2024). The five OTE staff members are the:

- Assistant Director of Clinical Experiences
- Assistant Director of Student Success/Licensing Certification Officer
- Assistant Director of Accreditation and Assessment/Licensing Certification Officer
- Assessment Research Analyst
- Office Manager

The teacher preparation programs make up the third largest program at BSU, with 182 students (based on 2023-24 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. BSU's teacher preparation programs are 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).

BSU's teacher preparation programs' program leaders voted on and approved the statement below at a January 2024 Academic Program Leaders in Education (APLE) meeting to capture the organization, intent, and goals of BSU's teacher education programs and candidates moving forward:

We are champions of change who value knowledge, reflection, and individual and collective well-being.

As APLE maintains a continuous improvement mindset in their course offerings and processes, as well as the alignment of the recently updated and approved Minnesota Standards of Effective Practice (SEP) to their core education SEP course sequence and offerings, they feel it is imperative to keep the above statement in mind.

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 2023-2024

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 08/24)	Number of Completers in most recently completed academic year (12 months ending 08/24)
<i>Programs that lead to initial teaching credentials</i>			
Conventional: Bachelor of Science	Elementary Education License (Grades K-6)	62	39
Conventional: Bachelor of Science	Elementary Education: Middle Level English Endorsement (Grades 5-8)	4	2
Conventional: Bachelor of Science	Elementary Education: Middle Level Math Endorsement (Grades 5-8)	16	5
Conventional: Bachelor of Science	Elementary Education: Middle Level Science Endorsement (Grades 5-8)	1	1
Conventional: Bachelor of Science	Elementary Education: Middle Level Social Studies Endorsement (Grades 5-8)	8	4
Conventional: Bachelor of Science	Elementary Education:	27	6

	Preprimary Endorsement (Age 3-PreK)		
Conventional: Bachelor of Science	English Education License (Grades 5-12)	8	1
Conventional: Bachelor of Science	Math Education License (Grades 5-12)	12	7
Conventional: Bachelor of Science	Music: Vocal Education License (Grades K-12)	6	2
Conventional: Bachelor of Science	Music: Instrumental Education License (Grades K-12)	9	1
Conventional: Bachelor of Science	Social Studies Education License (Grades 5-12)	23	5
Conventional: Bachelor of Science	General Science (Grades 5-8)	11	4
Conventional: Bachelor of Science	Science: Chemistry Education License (Grades 9-12)	1	0
Conventional: Bachelor of Science	Science: Earth Space Education License (Grades 9-12)	0	0
Conventional: Bachelor of Science	Science: Life Science Education License (Grades 9-12)	9	3
Conventional: Bachelor of Science	Science: Physics Education License (Grades 9-12)	1	1
Conventional: Bachelor of Science	Science: Middle Level Science Endorsement (Grades 5-8)	1	1
Conventional: Bachelor of Science	Health Education License (Grades 5-12)	17	3
Conventional: Bachelor of Science	Physical Education License (Grades K-12)	23	4
DLiTE: Bachelor of Science	Elementary Education License (Grades K-6)	114	40
DLiTE: Bachelor of Science	Elementary Education: Middle Level English Endorsement (Grades 5-8)	8	2

DLiTE: Bachelor of Science	Elementary Education: Middle Level Math Endorsement (Grades 5-8)	1	0
DLiTE: Bachelor of Science	Elementary Education: Middle Level Science Endorsement (Grades 5-8)	3	0
DLiTE: Bachelor of Science	Elementary Education: Middle Level Social Studies Endorsement (Grades 5-8)	3	0
DLiTE: Bachelor of Science	Elementary Education: Preprimary Endorsement (Age 3-PreK)	15	3
FasTrack: Post-Baccalaureate	English Education License (Grades 5-12)	15	2
FasTrack: Post-Baccalaureate	Math Education License (Grades 5-12)	9	2
FasTrack: Post-Baccalaureate	Social Studies Education License (Grades 5-12)	13	2
FasTrack: Post-Baccalaureate	Science: Chemistry Education License (Grades 9-12)	6	0
FasTrack: Post-Baccalaureate	Science: Earth Space Education License (Grades 9-12)	5	0
FasTrack: Post-Baccalaureate	Science: Life Science Education License (Grades 9-12)	9	1
FasTrack: Post-Baccalaureate	Science: Physics Education License (Grades 9-12)	2	0
FasTrack: Post-Baccalaureate	Science: Middle Level Science Endorsement (Grades 5-8)	8	
FasTrack: Post-Baccalaureate	Health Education License (Grades 5-12)	8	2
FasTrack: Post-Baccalaureate	Physical Education License (Grades K-12)	17	6

FasTrack: Post-Baccalaureate	Music: Instrumental Education License (Grades K-12)	0	0
FasTrack: Post-Baccalaureate	Music: Vocal Education License (Grades K-12)	1	0
FasTrack-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement (Grades B-12)	23	3
FasTrack-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement (Grades K-12)	26	5
FasTrack-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement (Grades K-12)	15	4
Total for programs that lead to initial credentials		540	161
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Conv-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD) Add-On: License Endorsement (Grades B-12)	14	4
Conv-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD) Add-On: License Endorsement (Grades K-12)	12	6
Conv-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD) Add-On: License Endorsement (Grades K-12)	14	5
Developmental Adapted Physical Education (DAPE): Certificate	DAPE Add-On: License (Grades B-12)	29	11
English: Certificate	English Add-On: License (Grades 5-12)	3	0
Health: Certificate	Health Add-On: License (Grades 5-12)	9	1
Life Science: Certificate	Science: Life Science Add-On: License (Grades 9-12)	1	0
Mathematics: Certificate	Math Add-On: License (Grades 5-12)	1	0

Middle Level Math: Certificate	Middle Level Math Add-On: License (Grades 5-8)	1	1
Middle Level Science: Certificate	Middle Level Science Add-On: License (Grades 5-8)	1	1
Preprimary: Certificate	Preprimary Add-On: License (Age 3-PreK)	3	2
Social Studies: Certificate	Social Studies Add-On: License (Grades 5-12)	2	0
Master of Special Education: Master's degree		79	39
Total for programs that lead to additional/advanced credentials		169	70
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		709	231
Unduplicated total of all program candidates and completers		605	182

Added or Discontinued Programs

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

N/A

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

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 2023-2024 is **605** 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 2023-2024 is **182** 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 2023-2024 (09/01/2023 to 08/31/2024).

Table A. Certificate, License, or Endorsement Recommendations Completed in 2023-2024

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Recommendations in 2023-2024
Conventional: Bachelor’s degree	Elementary Education License	20
Conventional: Bachelor’s degree	Elementary Education: Middle Level English Endorsement	2
Conventional: Bachelor’s degree	Elementary Education: Middle Level Math Endorsement	5
Conventional: Bachelor’s degree	Elementary Education: Middle Level Science Endorsement	1

Table A. Certificate, license, or endorsement recommendations completed in 2023-2024 (cont.)

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Recommendations in 2023-2024
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Conventional: Bachelor's degree	Elementary Education: Middle Level Social Studies Endorsement	4
Conventional: Bachelor's degree	Elementary Education: Preprimary Endorsement	6
Conventional: Bachelor's degree	English Education License	1
Conventional: Bachelor's degree	Math Education License	7
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	4
Conventional: Bachelor of Science	General Science	4
Conventional: Bachelor's degree	Science: Chemistry Education License	0
Conventional: Bachelor's degree	Science: Earth Space Education License	0
Conventional: Bachelor's degree	Science: Life Science Education License	3
Conventional: Bachelor's degree	Science: Physics Education License	1
Conventional: Bachelor of Science	Science: Middle Level Science Endorsement (Grades 5-8)	1
Conventional: Bachelor's degree	Health Education License	3
Conventional: Bachelor's degree	Physical Education License	4
DLiTE: Bachelor's degree	Elementary Education License	35

Table A. Certificate, license, or endorsement recommendations completed in 2023-2024 (cont.)

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Recommendations in 2023-2024
DLiTE: Bachelor's degree	Elementary Education: Middle Level English Endorsement	2
DLiTE: Bachelor's degree	Elementary Education: Middle Level Math Endorsement	0
DLiTE: Bachelor's degree	Elementary Education: Middle Level Science Endorsement	0
DLiTE: Bachelor's degree	Elementary Education: Middle Level Social Studies Endorsement	0
DLiTE: Bachelor's degree	Elementary Education: Preprimary Endorsement	3
FasTrack: Post-Baccalaureate	English Education License	1
FasTrack: Post-Baccalaureate	Math Education License	2
FasTrack: Post-Baccalaureate	Social Studies Education License	2
FasTrack: Post-Baccalaureate	Science: Chemistry Education License	0
FasTrack: Post-Baccalaureate	Science: Earth Space Education License	0
FasTrack: Post-Baccalaureate	Science: Life Science Education License	1
FasTrack: Post-Baccalaureate	Science: Physics Education License	0
FasTrack: Post-Baccalaureate	Health Education License	2
FasTrack: Post-Baccalaureate	Physical Education License	6
FasTrack: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement	3

Table A. Certificate, license, or endorsement recommendations completed in 2023-2024 (cont.)

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Recommendations in 2023-2024
FasTrack: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement	4
FasTrack: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement	3
Conv-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement (Grades B-12)	2
Conv-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement (Grades K-12)	4
Conv-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement (Grades K-12)	5
Developmental Adapted Physical Education (DAPE): Certificate	DAPE: License (Grades B-12)	10
Health: Certificate	Health Add-On: License (Grades 5-12)	1
Preprimary: Certificate	Elementary Education: Preprimary Endorsement	2
Middle Level Math: Certificate	Middle Level Math Add-On: License (Grades 5-8)	1
Middle Level Science: Certificate	Middle Level Science Add-On: License (Grades 5-8)	1
TOTAL licensure recommendations for all programs		159

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	23.8%	73.0%
DLiTE: Bachelor's degree	30.0%	95.0%
FasTrack: Post-Baccalaureate	0.0%	38.5%
FasTrack-Special Education: Post-Baccalaureate	18.2%	90.9%
Conv-Special Education: Post-Baccalaureate*	77.8%	88.9%
Developmental Adapted Physical Education (DAPE): Certificate	81.8%	90.9%
Health: Certificate	100.0%	100.0%
Master of Special Education: Master's degree	100.0%	100.0%

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 2023-2024, all **129** Bemidji State University candidates who were required to complete an edTPA submitted and received an edTPA score.

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 does not have any candidates who completed these exams for the 2023-2024 report year.

Additionally, in Fall 2024 PELSB approved the Candidate Preservice Assessment of Student Teaching (CPAST) to be an alternative to the edTPA through the 2027 fiscal year, on a pilot basis. After positive discussions with other Minnesota institutions already using CPAST, Bemidji State University joined PELSB's pilot program and will be implementing CPAST in Fall 2025, temporarily discontinuing the edTPA in alignment with the pilot program.

More information about CPAST can be found on the Ohio State University website: <https://ehe.osu.edu/accreditation-placement-licensure/accreditation/candidate-preservice-assessment-student-teaching-cpast>

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

Due to a change in the distribution of the Common Metrics Exit, Alumni, and Administrator surveys by outsourcing this task to the University of Minnesota's Office of Teacher Education, our office was unfortunately not provided with 2023-2024 survey data in time to organize and analyze the data sets with program leaders by the time of this report. As such, we have provided the 2022-

2023 data from the 2023 AAQEP Annual Report below as well as an update in Areas for Improvement (seen in the *Updated Areas of Improvement* section below). We expect this delay may continue in the subsequent years and have adjusted our data reporting timeline to account for this.

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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 <i>n</i> =32	29.0%	45.2%	25.8%	0.0%
Exit Survey- DLiTE <i>n</i> =8	28.6%	57.1%	14.3%	0.0%

Diverse Learners Category Table (cont.)

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

- 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 <i>n</i> =32	48.4%	38.7%	9.7%	3.23%
Exit Survey- DLiTE <i>n</i> =8	42.9%	57.1%	0.0%	0.0%
Exit Survey- FasTrack <i>n</i> =3	66.7%	33.3%	0.0%	0.0%
Exit Survey- SPED <i>n</i> =6	50.0%	50.0%	0.0%	0.0%
Alumni Survey- Conventional	33.3%	67.7%	0.0%	0.0%

<i>n</i> =9				
Alumni Survey- DLiTE <i>n</i> =3	67.7%	33.3%	0.0%	0.0%
Alumni Survey- FasTrack <i>n</i> =4	75.5%	25.5%	0.0%	0.0%
Alumni Survey- SPED <i>n</i> =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 <i>n</i> =9	0.0%	77.8%	11.1%	11.1%
Alumni Survey- DLiTE <i>n</i> =3	67.7%	33.3%	0.0%	0.0%
Alumni Survey- FasTrack <i>n</i> =4	100%	0.0%	0.0%	0.0%
Alumni Survey- SPED <i>n</i> =4	75.0%	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.

Updated Areas for Improvement:

To further address the need for candidates to feel more prepared in Classroom Management, a curriculum change addressing the new Minnesota Standards of Effective Practice (SEP) will include furthering classroom management teaching. The current one-credit ED 4799 The Professional Teacher course will be increased to three-credits and renamed to Teacher Leadership, incorporating additional components to the course, including effective classroom management techniques. This course is currently being redesigned, with a goal to submit the new SEP program to PELSB in May 2025 for review and implement the new program in Fall 2026.

Additionally, Classroom Management and Long-Range Instructional Plans were discussed at the Fall 2024 Program Advisory Board. This board is comprised of multiple stakeholders, including candidates, program completers, school partners, teacher educators, and representatives from the community. The following questions were discussed:

BSU's 2022-2023 Common Metrics Data indicates that completers did not feel prepared to:

- a. Differentiate instruction for students [in the field] with IEPs and 504 plans
- b. Differentiate instruction for students [in the field] with mental health needs
- c. Help students [in the field] regulate their own behavior**
- d. Design long-range instructional plans that meet curricular goals**

How can BSU better support teacher candidates in each of these areas?

Are there opportunities in field experience or student teaching for teacher candidates to work with their cooperating teachers to further develop these skills within a classroom setting?

The Advisory Board members noted that classroom management is difficult to learn until you are in your own classroom; however, some of the ideas brought up by members for both classroom management and long-range instructional plans include:

- Inviting "Peace Makers" to do a panel or workshop at BSU for candidates to learn about classroom management skills.
- Explore teaching candidates a Multi-Tiered System of Supports, a school-based process that uses a tiered approach to provide instruction and support to K-12 students.
- Simulating a Professional Learning Community (PLC) teaching candidates about using data to create instructional plans.

These items will be brought to an Academic Program Leaders in Education (APLE) meeting for further discussion in Spring 2025 to determine if any of the board recommendations can be integrated into the program.

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

Due to a change in the distribution of the Common Metric Exit, Alumni, and Administrator surveys by outsourcing this task to the University of Minnesota's Office of Teacher Education, we unfortunately were not provided with 2023-2024 survey data in time to organize and analyze the data sets with program leaders by the time of this report. As such, we have provided the 2022-2023 data from the 2023 AAQEP Annual Report below as well as an updated data analysis (seen in the *Update in Analysis* section below). We expect this delay may continue in the subsequent years and have adjusted our data reporting timeline to account for this.

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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.

Update in Analysis

Overall, administrators scored BSU first-year candidates highly in the 2022-2023 Administrator Survey regarding their preparation at BSU. As we saw within the Exit Survey, candidates would benefit from more experience with differentiating assessments and instruction, as well as classroom management.

As stated above in Table 2.F for the 2022-2023 Exit Survey, the following items are currently being implemented to address these concerns and additional Advisory Board recommendations will be discussed.

To further address the need for candidates to be more prepared in Classroom Management and Assessment, a curriculum change addressing the new Minnesota Standards of Effective Practice (SEP) will include furthering these teachings. The current one-credit ED 4799 The Professional Teacher course will be increased to three-credits and renamed to Teacher Leadership, incorporating additional components to the course, including effective classroom management techniques, whole-class assessment and analysis techniques. This course is currently being redesigned, with a goal to submit the new SEP program to PELSB in May 2025 for review and implement the new program in Fall 2026.

Additionally, Differentiating Instruction, Classroom Management and Long-Range Instructional Plans were discussed at the Fall 2024 Program Advisory Board. This board is comprised of multiple stakeholders, including candidates, program completers, school partners, teacher educators, and representatives from the community. The following questions were discussed:

BSU's 2022-2023 Common Metrics Data indicates that completers did not feel prepared to:

- Differentiate instruction for students [in the field] with IEPs and 504 plans
- Differentiate instruction for students [in the field] with mental health needs
- Help students [in the field] regulate their own behavior
- Design long-range instructional plans that meet curricular goals

How can BSU better support teacher candidates in each of these areas?
 Are there opportunities in field experience or student teaching for teacher candidates to work with their cooperating teachers to further develop these skills within a classroom setting?

The Advisory Board members noted that classroom management is difficult to learn until you are in your own classroom; however, some of the ideas brought up by members for both classroom management and long-range instructional plans include:

- Integrating differentiation-focused assignments into existing method courses
- Review field experience and student teaching placement to ensure exposure to effective differentiation practices.
- Require that all candidates attend “TTA” meetings and 504 plans/meetings.
- Require that all candidates to be placed in a Special Education classroom at least once.
- Inviting “Peace Makers” to do a panel or workshop at BSU for candidates to learn about classroom management skills.
- Explore teaching candidates a Multi-Tiered System of Supports, a school-based process that uses a tiered approach to provide instruction and support to K-12 students.
- Simulating a Professional Learning Community (PLC) teaching candidates about using data to create instructional plans.

These items will be brought to an Academic Program Leaders in Education (APLE) meeting for further discussion in Spring 2025 to determine if any of the board recommendations can be integrated into the program.

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, Bemidji State University’s 2022-2023 program completers were found to be employed as P-12 teachers in Minnesota during 2023-2024 at a rate of **79.6%**.

4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																			
Key Assessments	Candidates are expected to complete a minimum of 3 Key Assessments within their program.	<p>BSU Faculty score the Key Assessments on the following rubric:</p> <ol style="list-style-type: none"> 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 <p>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.</p> <p>Candidates scored below a 3.0 average on all Key Assessments during 2023-2024, with the exception of the following two assessments:</p> <table border="1" data-bbox="1003 1003 2016 1159"> <thead> <tr> <th>Semester</th> <th>Program</th> <th>Course</th> <th>N (#of students)</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2023</td> <td>SPED- SLD Conventional</td> <td>SPED 5620</td> <td>12</td> <td>2.88</td> </tr> <tr> <td>Fall 2023</td> <td>Conventional SEP (<i>all conventional candidates</i>)</td> <td>ED 3350</td> <td>24</td> <td>2.98</td> </tr> </tbody> </table>					Semester	Program	Course	N (#of students)	Average Score	Fall 2023	SPED- SLD Conventional	SPED 5620	12	2.88	Fall 2023	Conventional SEP (<i>all conventional candidates</i>)	ED 3350	24	2.98
Semester	Program	Course	N (#of students)	Average Score																	
Fall 2023	SPED- SLD Conventional	SPED 5620	12	2.88																	
Fall 2023	Conventional SEP (<i>all conventional candidates</i>)	ED 3350	24	2.98																	

		<p>SPED 5620: Teaching the Learner with SLD I: Mild to Moderate is offered every fall semester to the Special Education- SLD candidates. These candidates complete an Individualized Education Plan with a focus on an SLD student. In Fall 2022, 13 candidates scored an average of 3.31 on the assessment. In Fall 2023, 12 candidates scored an average of 2.88 on the assessment. Fall 2024 data will need to be collected and analyzed to determine if a trend may be forming where candidates are consistently scoring below a 3-Proficient.</p> <p>ED 3350: Pedagogy is offered every fall and spring semester and taken by all initial licensure candidates. Candidates complete a Unit Plan, focusing on planning and assessment. In Fall 2023, the conventional (undergraduate, traditional) licensure candidates scored 2.98 on the assessment; however, have consistently scored above a 3.0 in the semesters prior and in Spring 2024.</p> <table border="1" data-bbox="1003 722 2013 1036"> <thead> <tr> <th>Semester</th> <th>Program</th> <th>Course</th> <th>N (#of students)</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2022</td> <td>Conventional SEP (<i>all conventional candidates</i>)</td> <td>ED 3350</td> <td>21</td> <td>3.23</td> </tr> <tr> <td>Spring 2023</td> <td>Conventional SEP (<i>all conventional candidates</i>)</td> <td>ED 3350</td> <td>50</td> <td>3.05</td> </tr> <tr> <td>Fall 2023</td> <td>Conventional SEP (<i>all conventional candidates</i>)</td> <td>ED 3350</td> <td>24</td> <td>2.98</td> </tr> <tr> <td>Spring 2024</td> <td>Conventional SEP (<i>all conventional candidates</i>)</td> <td>ED 3350</td> <td>26</td> <td>3.58</td> </tr> </tbody> </table> <p>This lower score may be due to changes in faculty assignments during the Fall 2023 semester. As with SPED 5620, more data will need to be collected and analyzed to determine if a trend may be forming.</p>	Semester	Program	Course	N (#of students)	Average Score	Fall 2022	Conventional SEP (<i>all conventional candidates</i>)	ED 3350	21	3.23	Spring 2023	Conventional SEP (<i>all conventional candidates</i>)	ED 3350	50	3.05	Fall 2023	Conventional SEP (<i>all conventional candidates</i>)	ED 3350	24	2.98	Spring 2024	Conventional SEP (<i>all conventional candidates</i>)	ED 3350	26	3.58
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Dispositions	Teacher candidates are expected to receive an average disposition score of 3.0 in order to student teach.	<p>Cooperating Teachers score dispositions for their teacher candidates on the following rubric:</p> <ol style="list-style-type: none"> 1- Unsatisfactory 2- Developing 3- Proficient 4- Exemplary 																									

	<p>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.</p> <p>Candidates are scored on a scale of 1-4 in four areas: Dedication/Responsibility, Compassion, Curiosity, and Integrity. The average score of these four areas is considered their <i>Disposition Point Average</i>, or DPA. It is expected that the candidates will have an average DPA of 3.0 throughout their semesters prior to student teaching.</p>	<p>BSU programs' average disposition for each of the 4 areas, Compassion, Curiosity, Dedication/Responsibility, and Integrity, in 2023-2024 are as follows:</p> <table border="1" data-bbox="1003 350 2005 573"> <thead> <tr> <th>BSU Program</th> <th>Compassion</th> <th>Curiosity</th> <th>Dedication/Responsibility</th> <th>Integrity</th> </tr> </thead> <tbody> <tr> <td>Conventional</td> <td>3.8</td> <td>3.7</td> <td>3.8</td> <td>3.8</td> </tr> <tr> <td>DAPE</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> </tr> <tr> <td>DLiTE</td> <td>3.9</td> <td>3.7</td> <td>3.8</td> <td>3.9</td> </tr> <tr> <td>FasTrack</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.9</td> </tr> <tr> <td>SPED</td> <td>3.9</td> <td>3.9</td> <td>4.0</td> <td>4.0</td> </tr> </tbody> </table> <p>Faculty reviewed this data at a Fall 2024 Data Day and overall were satisfied with the dispositional scores that candidates received.</p>	BSU Program	Compassion	Curiosity	Dedication/Responsibility	Integrity	Conventional	3.8	3.7	3.8	3.8	DAPE	4.0	4.0	4.0	4.0	DLiTE	3.9	3.7	3.8	3.9	FasTrack	3.8	3.8	3.8	3.9	SPED	3.9	3.9	4.0	4.0
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edTPA	<p>In 2023-2024, candidates were expected to score higher than 1.0 on 12 of the 15 rubrics. If candidates scored a 1.0 on three or more of the 15 rubrics, they were required to complete internal remediation to receive a student teaching grade.</p>	<p>In 2023-2024, candidates were expected to score higher than 1.0 on 12 of the 15 rubrics. If candidates scored a 1.0 on three or more of the 15 rubrics, they were required to complete internal remediation to receive a student teaching grade.</p> <p>In Fall 2023, 7 of the 57 candidates who completed the edTPA required internal remediation. In Spring 2024, 5 of the 70 candidates who completed the edTPA required internal remediation.</p>																														

		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.
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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
Common Metrics Alumni and Administrator Survey	<p>The Common Metrics Alumni and Administrator Surveys are completed by first-year teachers and the supervisors/administrators of those first-year teachers.</p> <p>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.</p> <p>Although there are many questions included on these surveys, BSU focuses on the following 1-2 questions within the four categories:</p> <p>To what extent do you agree or disagree that BSU prepared you/first-year teacher to do the following:</p> <ul style="list-style-type: none"> • Instructional Practice: Select instructional strategies to align with learning goals and standards 	<p><i>Please note that the following is 2022-2023 data (explanation above in Table 2.F and 2.G):</i></p> <p>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:</p> <ul style="list-style-type: none"> • Disagree • Tend to Disagree • Tend to Agree • Agree <p>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.</p> <p>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.</p>

	<ul style="list-style-type: none"> • Instructional Practice: Provide students with 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 	<ul style="list-style-type: none"> • Diverse Learners: Differentiate instruction for students with IEPs and 504 plans. <ul style="list-style-type: none"> ○ Conventional Alumni Survey- 22.2% Disagree, 33.3% Tend to Disagree • Diverse Learners: Differentiate instruction for students with mental health needs. <ul style="list-style-type: none"> ○ Conventional Alumni Survey- 11.1% Disagree, 44.4% Tend to Disagree • Diverse Learners: Differentiates instruction for gifted and talented students. <ul style="list-style-type: none"> ○ DLiTE Administrator Survey- 50.0% Tend to Disagree • Learning Environment: Respond appropriately to student behavior. <ul style="list-style-type: none"> ○ Conventional Alumni Survey- 66.7% Tend to Disagree • Learning Environment: Help students regulate their own behavior. <ul style="list-style-type: none"> ○ Conventional Alumni Survey- 11.1% Disagree, 44.4% Tend to Disagree • Professionalism: Seek out learning opportunities that align with professional development plans. <ul style="list-style-type: none"> ○ Conventional Alumni Survey- 11.1% Disagree, 44.4% Tend to Disagree <p>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.</p>
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		<p>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.</p>
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5. Notes on Progress, Accomplishment, and Innovation

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

Two long-term priorities affecting BSU's School of Education program data continued to be addressed during the 2023-2024 report year: (1) to improve BSU's School of Education data validity in the system-wide Minnesota State ISRS/REPL database, which is the primary source of information for accreditation and all other reporting, and (2) to increase data communication and use by School of Education faculty and staff for more effective, efficient, and insightful evidence-based program improvement. Three noteworthy milestones were achieved during the report year.

Priority 1:

The primary approach to validating data over the past 3 years has been to work with staff across the university to improve data entry practices and to correct individual entries manually based on student and faculty feedback. Within the past year, work has shifted to establishing a School of Education database. This local database will receive input from several independent sources, including ISRS/REPL, to not only verify data automatically (cross-validate) and create a centralized repository of student information or "truth," but then feed these data back to ISRS/REPL for efficient, large-scale data validation.

To this end, during the 2023-24 report year, the Office of Teacher Education's (OTE) Assessment Research Analyst created and began configuring a SQL Server database (milestone 1). This work is ongoing. In addition, the analyst has been automating data import processes from multiple sources, including BSU's School of Education student and curricular data and PELSB license and employment data (milestone 2). Since this is a relational database, once fully developed, it will allow for the connection of data from disparate sources and the generation of data insights in ways that have not been possible to date.

Priority 2:

Although the local database development is still in its infancy, the analyst has already started creating individual queries in the database that populate and automatically update PowerBI dashboards that are visible to Education faculty and OTE staff. Specifically, teacher candidates receiving grades of "D," "F," "W," or "I" are listed in one chart and connected to a transcript-like view in another chart (as reference for the viewer to see how the rest of the teacher candidate's classes have been going). The

purpose of this dashboard is to allow the OTE student success/advisor (and faculty, if they wish) to monitor teacher candidates and provide outreach to teacher candidates as soon as issues become apparent. While this is just one of several ways in which OTE helps monitor students, the “DFWI” list is a “just-in-time” tool to provide support to BSU Education teacher candidates. The use of PowerBI dashboards will be expanding greatly in the future to meet monitoring, efficiency, and research needs in the School of Education and OTE.