AAQEP Annual Report for 2025

Provider/Program Name:	Bemidji State University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	6/30/2027

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*

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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 are consistently among the top three largest programs at BSU, with 655 students (based on 2024-2025 data) enrolled 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 online programs (DLiTE and FasTrack) are based in Minneapolis-St. Paul. The online programs are 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/

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	**Certificate, License, Endorsement, or Other Credential** granted by the state	**Number of Candidates Enrolled** in most recently completed academic year (12 months ending 08/25)	**Number of Completers** in most recently completed academic year (12 months ending 08/25)
Programs that lead to initial teaching credentials			
Conventional: Bachelor of Science	Elementary Education License (Grades K-6)	98	29
Conventional: Bachelor of Science	Elementary Education: Middle Level English Endorsement (Grades 5-8)	1	0
Conventional: Bachelor of Science	Elementary Education: Middle Level Math Endorsement (Grades 5-8)	10	1
Conventional: Bachelor of Science	Elementary Education: Middle Level Science Endorsement (Grades 5-8)	2	0
Conventional: Bachelor of Science	Elementary Education:	8	2

	Middle Level Social Studies Endorsement (Grades 5-8)		
Conventional: Bachelor of Science	Elementary Education: Preprimary Endorsement (Age 3-PreK)	32	10
Conventional: Bachelor of Science	English Education License (Grades 5-12)	13	3
Conventional: Bachelor of Science	Math Education License (Grades 5-12)	9	2
Conventional: Bachelor of Science	Music: Vocal Education License (Grades K-12)	6	0
Conventional: Bachelor of Science	Music: Instrumental Education License (Grades K-12)	13	2
Conventional: Bachelor of Science	Social Studies Education License (Grades 5-12)	28	7
Conventional: Bachelor of Science	General Science (Grades 5-8)	13	5
Conventional: Bachelor of Science	Science: Chemistry Education License (Grades 9-12)	3	0
Conventional: Bachelor of Science	Science: Earth Space Education License (Grades 9-12)	1	0
Conventional: Bachelor of Science	Science: Life Science Education License (Grades 9-12)	9	5
Conventional: Bachelor of Science	Science: Physics Education License (Grades 9-12)	0	0
Conventional: Bachelor of Science	Science: Middle Level Science Endorsement (Grades 5-8)	0	0
Conventional: Bachelor of Science	Health Education License (Grades 5-12)	11	1
Conventional: Bachelor of Science	Physical Education License (Grades K-12)	16	3
Conventional: Bachelor of Science	CTE Communication (7-12)	2	0
Conventional: Bachelor of Science	CTE Construction (7-12)	0	0
Conventional: Bachelor of Science	Visual Arts (K-12)	1	0

DLiTE: Bachelor of Science	Elementary Education License (Grades K-6)	132	35
DLiTE: Bachelor of Science	Elementary Education: Middle Level English Endorsement (Grades 5-8)	11	0
DLiTE: Bachelor of Science	Elementary Education: Middle Level Math Endorsement (Grades 5-8)	7	1
DLiTE: Bachelor of Science	Elementary Education: Middle Level Science Endorsement (Grades 5-8)	6	0
DLiTE: Bachelor of Science	Elementary Education: Middle Level Social Studies Endorsement (Grades 5-8)	10	0
DLiTE: Bachelor of Science	Elementary Education: Preprimary Endorsement (Age 3-PreK)	20	4
Special Education: Bachelor of Science	Academic and Behavioral Strategist (ABS): License Endorsement (Grades K-12)	1	0
Special Education: Master of Special Education	Academic and Behavioral Strategist (ABS): License Endorsement (Grades K-12)	6	0
FasTrack: Post-Baccalaureate	English Education License (Grades 5-12)	21	9
FasTrack: Post-Baccalaureate	Math Education License (Grades 5-12)	11	0
FasTrack: Post-Baccalaureate	Social Studies Education License (Grades 5-12)	11	4
FasTrack: Post-Baccalaureate	Science: Chemistry Education License (Grades 9-12)	8	2
FasTrack: Post-Baccalaureate	Science: Earth Space Education License (Grades 9-12)	13	3
FasTrack: Post-Baccalaureate	Science: Life Science Education License (Grades 9-12)	15	3

FasTrack: Post-Baccalaureate	Science: Physics Education License (Grades 9-12)	5	2
FasTrack: Post-Baccalaureate	Science: Middle Level Science Endorsement (Grades 5-8)	15	1
FasTrack: Post-Baccalaureate	Health Education License (Grades 5-12)	9	1
FasTrack: Post-Baccalaureate	Physical Education License (Grades K-12)	15	4
FasTrack: Post-Baccalaureate	Music: Instrumental Education License (Grades K-12)	2	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)	21	2
FasTrack-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement (Grades K-12)	17	5
FasTrack-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement (Grades K-12)	11	3
Field-Based: Bachelor of Science	Elementary Education License (Grades K-6)	11	0
	Total for programs that lead to initial credentials	**656**	**149**
Programs that lead to additional or advanced credentials for already-licensed educators			
Conv-Special Education: Post-Baccalaureate	Academic and Behavioral Strategist (ABS): License Endorsement (Grades K-12)	3	0
Conv-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD) Add-On: License Endorsement (Grades B-12)	30	6
Conv-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD) Add-On: License Endorsement (Grades K-12)	24	3

Conv-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD) Add-On: License Endorsement (Grades K-12)	33	10
Developmental Adapted Physical Education (DAPE): Certificate	DAPE Add-On: License (Grades B-12)	45	10
English: Certificate	English Add-On: License (Grades 5-12)	3	0
Health: Certificate	Health Add-On: License (Grades 5-12)	12	5
Life Science: Certificate	Science: Life Science Add-On: License (Grades 9-12)	2	0
Mathematics: Certificate	Math Add-On: License (Grades 5-12)	0	0
Middle Level English: Certificate	Middle Level English Add-On: License (Grades 5-8)	1	0
Middle Level Math: Certificate	Middle Level Math Add-On: License (Grades 5-8)	2	1
Middle Level Science: Certificate	Middle Level Science Add-On: License (Grades 5-8)	3	1
Middle Level Social Studies: Certificate	Middle Level Social Studies Add-On: License (Grades 5-8)	1	0
Social Studies: Certificate	Social Studies Add-On: License (Grades 5-12)	0	0
Preprimary: Certificate	Preprimary Add-On: License (Age 3-PreK)	5	0

Master of Special Education: Master's degree		70	16
Total for programs that lead to additional/advanced credentials		**234**	**52**
Programs that lead to P-12 leader credentials			
		0	0
Total for programs that lead to P-12 leader credentials		0	0
Programs that lead to credentials for specialized professionals or to no specific credential			
		0	0
Total for programs that lead to specialized professional or no specific credentials		0	0
TOTAL enrollment and productivity for all programs		**890**	**201**
Unduplicated total of all program candidates and completers		**655**	**155**

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) program approval process in 2024-2025 to add the following teacher education program:

- Apprenticeship/Field-Based Elementary – started Summer 2025
- Special Education: ABS – started Summer 2025

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 the academic year 2024-2025 is **655** 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 the academic year 2024-2025 is **155** 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 2024-2025 (09/01/2024 to 08/31/2025).

Table A. Certificate, License, or Endorsement Recommendations Completed in 2024-2025

Degree or Certificate granted by the institution/organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Recommendations** in 2024-2025
Conventional: Bachelor's degree	Elementary Education License	27
Conventional: Bachelor's degree	Elementary Education: Middle Level English Endorsement	0
Conventional: Bachelor's degree	Elementary Education: Middle Level Math Endorsement	1
Conventional: Bachelor's degree	Elementary Education: Middle Level Science Endorsement	0
Conventional: Bachelor's degree	Elementary Education:	2

	Middle Level Social Studies Endorsement	
Conventional: Bachelor's degree	Elementary Education: Preprimary Endorsement	9
Table A. Certificate, license, or endorsement recommendations completed in 2024-2025 (cont.)	**Table A. Certificate, license, or endorsement recommendations completed in 2024-2025 (cont.)**	**Table A. Certificate, license, or endorsement recommendations completed in 2024-2025 (cont.)**
Conventional: Bachelor's degree	English Education License	3
Conventional: Bachelor's degree	Math Education License	2
Conventional: Bachelor's degree	Music: Vocal Education License	0
Conventional: Bachelor's degree	Music: Instrumental Education License	2
Conventional: Bachelor's degree	Social Studies Education License	7
Conventional: Bachelor of Science	General Science	5
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	5
Conventional: Bachelor's degree	Science: Physics Education License	0
Conventional: Bachelor of Science	Science: Middle Level Science Endorsement (Grades 5-8)	0
Conventional: Bachelor's degree	Health Education License	1
Conventional: Bachelor's degree	Physical Education License	2
DLiTE: Bachelor's degree	Elementary Education License	34

Table A. Certificate, license, or endorsement recommendations completed in 2024-2025 (cont.)

Degree or Certificate granted by the institution/organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Recommendations** in 2024-2025
DLiTE: Bachelor's degree	Elementary Education: Middle Level English Endorsement	0
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	0
DLiTE: Bachelor's degree	Elementary Education: Preprimary Endorsement	2
FasTrack: Post-Baccalaureate	English Education License	8
FasTrack: Post-Baccalaureate	Math Education License	0
FasTrack: Post-Baccalaureate	Social Studies Education License	4
FasTrack: Post-Baccalaureate	Science: Chemistry Education License	2
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	0
FasTrack: Post-Baccalaureate	Science: Middle Level Science Endorsement (Grades 5-8)	1
FasTrack: Post-Baccalaureate	Health Education License	1

FasTrack: Post-Baccalaureate	Physical Education License	3

Table A. Certificate, license, or endorsement recommendations completed in 2024-2025 (cont.)

Degree or Certificate granted by the institution/organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Recommendations** in 2024-2025
FasTrack: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement	2
FasTrack: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement	5
FasTrack: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement	3
Conv-Special Education: Post-Baccalaureate	Autism Spectrum Disorder (ASD): License Endorsement (Grades B-12)	4
Conv-Special Education: Post-Baccalaureate	Education Behavioral Disorder (EBD): License Endorsement (Grades K-12)	1
Conv-Special Education: Post-Baccalaureate	Specific Learning Disability (SLD): License Endorsement (Grades K-12)	9
Developmental Adapted Physical Education (DAPE): Certificate	DAPE: License (Grades B-12)	8
Health: Certificate	Health Add-On: License (Grades 5-12)	5
Preprimary: Certificate	Elementary Education: Preprimary Endorsement	0
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)	2
TOTAL licensure recommendations for all programs		**165**

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	12.7%	69.1%
DLiTE: Bachelor's degree	18.9%	97.3%
FasTrack: Post-Baccalaureate	0.0%	56.0%
FasTrack-Special Education: Post-Baccalaureate	40.0%	100.0%
Conv-Special Education: Post-Baccalaureate*	61.9%	77.0%
Developmental Adapted Physical Education (DAPE): Certificate	54.5%	72.7%
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.

Beginning in Fall 2024, PELSB no longer required Minnesota candidates to submit Task 2 of the edTPA. Although Bemidji State University continued to require candidates to submit Task 2 to Pearson, candidates who received low scores or error codes on Task 2 were not required to complete internal remediation and/or resubmit the edTPA and were considered by PELSB to have met the licensure requirement

In 2024-2025, all **119** Bemidji State University candidates who were required to complete the edTPA submitted and met PELSB licensure requirements.

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 2024-2025 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 implemented 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. Explanation of **evidence available from program completers**, with a characterization of findings.

Due to the Common Metrics surveys distribution and data collection being outsourced to the University of Minnesota's Office of Teacher Education, and challenges in obtaining that data last year (further explained in the AAQEP 2024 Annual Report), we are currently reporting one year behind. As of Fall 2025, processes related to the Common Metrics surveys have been moved back to Bemidji State University's Office of Teacher Education.

In fall and spring 2023-2024, 106 of 132 students completed the Exit Survey, for a response rate of 80.3%; while 52 of 143 alumni completed the Alumni (Transition to Teaching) Survey in Spring 2024, with a 36.4% response rate. It should be noted that Bemidji State University has historically received lower response rates for the Alumni Survey, although have been seeing improvements due to efforts made by BSU faculty and staff, with an increase in 2023-2024 from the 17.4% response rate in 2022-2023.

Strengths:
One area that BSU completers have consistently identified on the Common Metrics surveys as a challenge is their ability to *design long-range instructional plans that meet curricular goals*. As a result, we have noted this as an area of improvement in past reports and this has been an area of focus for BSU faculty, with additional integration of long-range planning into coursework to better ensure candidates feel prepared. Within the 2023-2024 Exit Survey, we observed an increase in these scores across all programs:

Exit Survey: *Based on Tend to Agree and Agree scores*

Instructional Practice (e): Design long-range instructional plans that meet curricular goals	**Conventional**	**DLiTE**	**FasTrack**	**SPED**
Fall 2021-Spring 2022	79.5% n=73	75.0% n=45	100.0% n=13	92.3% n=26

Fall 2022-Spring 2023	75.0% n=32	56.9% n=7	66.6% n=3	83.3% n=6
Fall 2023-Spring 2024	86.3% n=58	86.2% n=29	100.0% n=14	100.0% n=7

The outcome of these additional integrations of long-range planning is not yet reflected in the Alumni Survey; however, we will continue to monitor the data and expect this to be mirrored in future years.

Additional strengths identified in the Exit Survey, based on Tend to Agree and Agree scores, are:

Areas of Strength	**Conventional n=58**	**DLiTE n=29**	**FasTrack n=14**	**SPED n=7**
Instructional Practice (g): Plan lessons with clear learning objectives/goals in mind.	96.5%	100.0%	100.0%	100.0%
Learning Environment (c): Connect core content to students' real-life experiences.	91.3%	100.0%	100.0%	100.0%
Learning Environment (g): Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected.	94.7%	100.0%	90.9%	100.0%
Professionalism (g): Act as an advocate for all students.	89.5%	100.0%	90.9%	100.0%

These findings are similar to strengths identified in the Alumni Survey, based on Tend to Agree and Agree scores, with the exception of Learning Environment (g) for the Conventional program:

Areas of Strength	**Conventional n=15**	**DLiTE n=9**	**FasTrack n=6**	**SPED n=9**
Instructional Practice (g): Plan lessons with clear learning objectives/goals in mind.	86.7%	100%	83.4%	100%

Learning Environment (c): Connect core content to students' real-life experiences.	83.3%	88.9%	83.3%	88.9%
Learning Environment (g): Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected.	75.0%	88.9%	83.3%	88.9%
Professionalism (g): Act as an advocate for all students.	83.3%	100%	83.3%	100%

Areas of Improvement:
Across Bemidji State University teacher preparation programs, two items can be identified from the survey data as areas of improvement:

1. Inclusive Learning Environments: This area of improvement emerged from the Alumni Survey, where completers within the Conventional program noted they struggled to *Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected (Learning Environment.g).* Although this was an area of strength within the Exit Survey, lower scores in the Alumni Survey across all teacher preparation programs suggest that completers do not feel as prepared to create inclusive learning environments once they are in their own classrooms.
   In response to the update of Minnesota Standards of Effective Practice (SEPs) and the areas of improvement identified in Common Metric surveys data throughout the years, BSU faculty have restructured many of the SEP core courses and curriculum, to be implemented in Fall 2026. Curriculum involving creating inclusive learning environments across all categories within Learning Environment (g) will be strengthened throughout the program within the following courses: Human Diversity and Educational Equity, Inclusive Teaching and Classrooms, and Teacher Leadership.

2. Self-Assessment Strategies: This area of improvement was identified in both the Exit Survey and Alumni Survey, where the majority of completers across all teacher preparation programs indicated they were Very Dissatisfied or Dissatisfied with BSU's preparation for them to *engage students in self-assessment strategies (Instructional Practice.j)*. BSU faculty discussed these lower scores at a Spring 2025 Data Day and noted several adjustments they will make in their courses moving forward. Some of these include being more intentional about the term "self-assessment" and using this term regularly in class to practice this process as well as incorporating questions in assignments related to the importance of engaging students in self-assessment and strategies they can use to accomplish this. In addition, the updated Teacher Leadership course (formerly called The Professional Teacher) is being increased from 1 credit to 3 credits to incorporate more assessment strategies and assignments, with the plan to implement this change in Fall 2026.

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

Due to the Common Metrics surveys distribution and data collection being outsourced to the University of Minnesota's Office of Teacher Education, and challenges in obtaining that data last year (further explained in the AAQEP 2024 Annual Report), we are currently reporting one year behind. As of Fall 2025, processes related to the Common Metrics surveys have been moved back to Bemidji State University's Office of Teacher Education.

49 of 101 administrators completed the 2023-2024 Administrator Survey, with a 48.5% response rate. Overall, administrators had positive responses concerning the preparation of first-year teachers from BSU's programs, although data suggests that candidates would benefit from additional preparation in assessment and differentiating instruction for students.

These findings mirror what was identified in the Exit and Alumni Surveys and were discussed at the Fall 2024 Advisory Board Meeting, where board members noted that first-year teachers in general tend to struggle with assessment. Members provided the following feedback for faculty consideration:

- Further integrate data collection and analysis training into the curriculum
- Simulate a Professional Learning Community (PLC) teaching candidates about using data to create instructional plans.

As discussed above in Item F, additional assessment strategies and assignments are currently being developed to be integrated into BSU's Teacher Leadership course starting Fall 2026, in alignment with Minnesota's updated Standards of Effective Practice (SEPs).

Differentiating instruction was discussed at the Fall 2024 Advisory Board meeting, with the following recommendations from the board:

- Integrate differentiation-focused assignments into existing method courses
- 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.
- 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.
- Require that all general education candidates take a foundational SPED course.

During the Spring 2025 Data Day, BSU faculty reviewed this feedback and discussed various ways to further integrate candidate preparation in differentiating instruction for students within their courses. Some of these adjustments will include modifying lesson plan templates to include more specific examples of differentiation for students with IEPs and 504 plans, mental health needs, gifted and talented, and English language learners and to expand on the topic of mental health when discussing diverse learners.

H. 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.

PELSB publishes on their website two data files that are used to calculate employment rates for BSU's completers each year. The first is the most comprehensive: the Staff License Lookup file (https://pub.education.mn.gov/MDEAnalytics/PELSB.jsp?TOPICID=440). This file is based on a query that runs each time the file is downloaded, thereby providing the most up-to-date information available. The file at the time of download in December of 2025 was 370,607 rows long and included all licensed and employed teachers in Minnesota for the past 3 years.

The second employment source, "Staff Employment 24-25" (https://mn.gov/pelsb/board/data/) is a yearly employment report of teachers in the state of Minnesota. The period of time encompassed by this report is much shorter (fall through spring in a single year) than that of the Staff License Lookup (3 years). As a result, it is much shorter (only 83,533 rows long). However, unlike the Staff License Lookup file, the Staff Employment file includes a column of data with each teacher's Highest Education Level.

Since these files are available to the public, PELSB does not include teachers' names in the data. Instead, each file uses the Minnesota File Folder number (FFN; state teacher ID number) to identify unique rows of data. Through a combination of our asking candidates to provide their Minnesota File Folder number to us with their clinical placement information and manually looking up candidates' FFN on the PESLB website, the Office of Teacher Education has created a list of FFN for our students. We use this list to connect our data to the two files described above to calculate employment success and educational level among our completers.

Of the 155 completers from the 2024-2025 report year, we were able to obtain File Folder Numbers for 149 of these candidates. Surprisingly, each year a small proportion of completers do not file their license paperwork immediately after graduation (in this case, 6 completers). Program completers from 2024-2025 were found to have obtained employment as P-12 teachers in Minnesota (any Tier level; employed during the 24-25 report year through December 2025) at a rate of **43.9%**. If we limit employed completers to only those teaching under a Tier 3 or 4 license (i.e., full professional status, as would be granted following completion of a licensure program at BSU), this percentage goes down to **31.6%** (49 completers)**.** In other words, approximately a third of completers have obtained employment as full teachers within 6 months to 1 year after graduation from BSU.

Of the 49 individuals who are employed under full licenses, **59.2%** have taken credits beyond a Bachelor's degree alone, but only **20%** have obtained a Master's degree. This suggests that up to **80%**, or 39 of these graduates, may be interested in continuing to attend BSU to obtain a Master's degree (and possible promotion in their teaching position). Given that 16 of the 2024-2025 completers obtained a Master of Special Education degree, we need to take into consideration that there may be delays in updating PELSB data to reflect newer credentials (i.e., there are only 10 completers with Master's degrees in the table below).

Highest Education Level	Number of Teacher Candidates
BA (Bachelor's degree)	20
BA +15-29 credits	4
BA +30-44 credits	8
BA +45-59 credits	3
BA +60 or more credits	4
MA (Master's degree)	5
MA +15-29 credits	1
MA +30-44 credits	3
MA +45-59 credits	1
TOTAL	**49**

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

During 2024-2025, staffing capacity for the School of Education experienced a period of proposed change due to institutional budget considerations. Initially, five retrenchments were proposed within the school, but through collaborative work with university administration, these proposed retrenchments were reduced to one position, allowing the majority of instructional and administrative capacity to be retained.

Prior to the revocation of the retrenchment, one Special Education faculty member accepted a position at another higher education institution. At this time, this faculty line has not been replaced. Currently, there are two Special Education faculty members, and to assist in matching staffing capacity with the current size of the program, BSU is no longer enrolling candidates within the initial licensure ASD, EBD, and SLD programs. These programs will be offered for additional licensure candidates but Special Education will now be focusing on the new initial licensure ABS program to meet current workforce needs in the state of Minnesota.

Additionally, the Music Program Leader left Bemidji State University prior to the start of Spring 2025. Currently, this faculty line has not been permanently replaced but is currently held by an adjunct faculty member. Conversations are still occurring at the administration level on how to meet the needs of this position in the future.

Despite these changes, the Office of Teacher Education (OTE) has maintained a staffing level of six members. OTE continues to provide support for the various teacher preparation programs at BSU, including accreditation compliance, advising, clinical experiences, data management, and quality assurance monitoring.

Overall, BSU staffing capacity remains aligned with the current size and scope of the teacher program programs with conversations occurring to ensure program delivery, candidate support, and ongoing quality assurance activities are being supported at current enrollment levels. The unit continues to monitor staffing needs in relation to enrollment trends.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

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

<table>
<tr><th>Provider-selected measures
(name and description)</th><th>Criteria for success</th><th>Level or extent of success in meeting the expectation</th></tr>
<tr><td>Key Assessments</td><td>Candidates are expected to complete a minimum of 3 Key Assessments within their program.
Programs are expected to receive an average score of 3.0 for each key assessment.</td><td>BSU faculty score each Key Assessment on the following rubric:
<table>
<tr><th>Standards</th><th>Level 1 – Not Yet/ Absent</th><th>Level 2 – Needs Improvement</th><th>Level 3 – Proficient</th><th>Level 4 – Highly Proficient</th><th>Level 5 - Expert</th></tr>
<tr><td></td><td>Below minimal expectations of teacher candidate at this stage of training</td><td>Shows some skills, but below expectations of teacher candidate at this stage of training</td><td>Is on target for teacher candidate at this stage of training</td><td>Exceeds expectations for teacher candidate at this stage of training</td><td>Far exceeding expectations showing exceptional skills for a teacher candidate at this stage of training</td></tr>
</table></td></tr>
</table>

Each Key Assessment is aligned to 1-9 Standards of Effective Practice or Content standards. It is expected that candidates will complete a minimum of 3 Key Assessments within their program and programs expect to receive at least an average of 3.0 for each course assessment. If a trend appears where candidates are scoring below a 3.0 on a particular assessment/standard, BSU faculty identify this as an area of improvement during Data Days.

Candidates scored above a 3.0 on all Key Assessments during 2024-2025, with the exception of the following assessment:

Semester	Program	Course	N (#of students)	Average Score
Fall 2024	Conventional SEP *(all conventional candidates)*	ED 3350	26	2.92

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 2024, the conventional (undergraduate, traditional) licensure candidates scored 2.92 on the assessment. Although we did see lower numbers in Fall 2023 as well, candidates have consistently scored above a 3.0 in most semesters.

Semester	Program	Course	N (#of students)	Average Score
Fall 2022	Conventional SEP *(all conventional candidates)*	ED 3350	21	3.23
Spring 2023	Conventional SEP *(all conventional candidates)*	ED 3350	50	3.05
Fall 2023	Conventional SEP *(all conventional candidates)*	ED 3350	24	2.98
Spring 2024	Conventional SEP *(all conventional candidates)*	ED 3350	26	3.58
Fall 2024	Conventional SEP *(all conventional candidates)*	ED 3350	26	2.92
Spring 2024	Conventional SEP *(all conventional candidates)*	ED 3350	12	3.10

However, we do identify a trend within ED 3350's Key Assessment standard 8B, consistently being scored below a 3.0.

<table>
<tr>
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<td>
<table>
<tr><th>Standard</th><th>Spring 2022 ED 3350-01</th><th>Spring 2022 ED 3350-02</th><th>Fall 2023</th><th>Fall 2024</th><th>Spring 2024</th></tr>
<tr><td>8.B: Plan instruction using contextual considerations that bridge curriculum and student experiences;</td><td>2.96</td><td>2.95</td><td>2.96</td><td>2.69</td><td>2.92</td></tr>
</table>

Unfortunately, the ED 3350 faculty member was on sabbatical during Fall 2025’s Data Day, so more conversation will be needed regarding standard 8B and how to ensure candidates are prepared effectively in these areas within this course.

It should be noted that a committee of the School of Education has identified a potential alternative to the current Key Assessment structure that would allow BSU to collect more high-quality data related to the Standards of Effective Practice and Content standards and more effectively monitor candidate progress throughout their programs. Conversations related to this process will occur in APLE in Spring 2026.
</td>
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<tr>
<td>Dispositions</td>
<td>Teacher candidates are expected to receive an average disposition score of 3.0 each semester.
Programs are expected to receive an average disposition score of 3.0 in each of the four disposition areas.</td>
<td>
Disposition Forms are completed by Cooperating Teachers after each Conventional field placement and Cooperating/Mentor 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.

Cooperating Teachers score dispositions for their teacher candidates on the following rubric:
<table>
<tr><th>Elements</th><th>Level 1 – Unsatisfactory</th><th>Level 2 - Developing</th><th>Level 3 - Proficient</th><th>Level 4 - Exemplary</th></tr>
<tr><td>Dedication/ Responsibility:
• Attendance</td><td>Few, if Any</td><td>Less than Half</td><td>More than Half</td><td>Majority</td></tr>
</table>
</td>
</tr>
</table>

		• Meets deadlines • Participates in discussions/engages with students • Demonstrates willingness to give and receive help • Dresses appropriately				
		Compassion: • Listens thoughtfully and responds to students, faculty, peers, and cooperating teachers • Shows concern and interest in others and follows through • Empathetic • Flexible • Treats people equitably	Few, if Any	Less than Half	More than Half	Majority
		Curiosity: • Takes initiative by asking questions • Takes initiative by seeking out own resources and sharing with others	Few, if Any	Less than Half	More than Half	Majority

• Uses feedback to make adjustments for continuous improvement • Reflects on learning • Open to constructive criticism/ critiquing					
Integrity: • Demonstrates academic and personal honesty • Completes tasks agreed to/assigned • Takes ownership and accepts responsibility • Is earnest and sincere • Demonstrates perseverance	Few, if Any	Less than Half	More than Half	Majority	

BSU programs' average disposition for each of the 4 areas, Compassion, Curiosity, Dedication/Responsibility, and Integrity, in 2024-2025 are as follows:

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

		Faculty reviewed this data at a Fall 2025 Data Day and overall were satisfied with the dispositional scores received. Advisors of candidates who may have received a below 3.0 average disposition score have access to disposition data and can address these scores and any corresponding comments during their advising sessions held once a semester. During Fall 2025, program leaders have discussed changes to the disposition form to mirror the CPAST observation tool and plan to vote on the updated form in January 2026, to be implemented for Spring 2026 field experiences.
edTPA	In 2024-2025, candidates were expected to score higher than 1.0 on rubrics within Task 1 and Task 3*. If candidates scored a 1.0 on three or more rubrics with these two tasks, they were required to complete internal remediation to receive a student teaching grade. * Beginning in Fall 2024, PELSB no longer required Minnesota candidates to submit Task 2 of the edTPA. Although Bemidji State University continued to require candidates to submit Task 2 to Pearson, candidates who received low scores or error codes on Task 2 were not required to complete internal remediation and/or resubmit the edTPA and were considered by PELSB to have met the licensure requirement.	In Fall 2024, **5 of the 50** candidates who completed the edTPA required internal remediation. In Spring 2025, **7 of the 69** 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.

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

<table>
<tr><th>Provider-selected measures
(name and description)</th><th>Criteria for success</th><th>Level or extent of success in meeting the expectation</th></tr>
<tr><td>Common Metrics Exit Survey

The Common Metrics Exit Survey is completed by student teachers completing their program.</td><td>The Exit Survey includes Likert Scale questions related to how student teachers felt their BSU program prepared them within four categories: Instructional Practice, Diverse Learners, Learning Environment, and Professionalism.

Although there are many questions included in this survey, BSU focuses on the following 1-2 questions within the four categories, based on reporting requirements within the state of Minnesota:
To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following:
Instructional Practice: Select instructional strategies to align with learning goals and standards
Instructional Practice: Provide students with meaningful feedback to guide next steps in learning</td><td>The Common Metrics Exit Survey is completed by student teachers on a Likert Scale. This Likert Scale is as follows:
Disagree
Tend to Disagree
Tend to Agree
Agree
2023-2024 Common Metrics Exit Survey Data (n=106):<table><tr><th>Element</th><th>Agree
OR
Tend to Agree</th><th>Disagree
OR
Tend to Disagree</th></tr><tr><td>Instructional Practice: Select instructional strategies to align with learning goals and standards</td><td>94.3%</td><td>5.7%</td></tr><tr><td>Instructional Practice: Provide students with meaningful feedback to guide next steps in learning</td><td>86.7%</td><td>13.3%</td></tr><tr><td>Diverse Learners: Effectively teach students from culturally and ethnically diverse backgrounds and communities</td><td>89.5%</td><td>10.5%</td></tr><tr><td>Diverse Learners: Differentiate instruction</td><td>94.3%</td><td>5.7%</td></tr></table></td></tr>
</table>

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<td>

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

When evaluating Common Metrics data, BSU identifies Tend to Agree or Agree as meeting program expectations and flags any that fall below 80% as an item of interest for further data analysis.
</td>
<td>
<table>
<tr><td>for a variety of learning needs</td><td></td><td></td></tr>
<tr><td>Learning Environment: Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected</td><td>96.2%</td><td>3.8%</td></tr>
<tr><td>Professionalism: Collaborate with parents and guardians to support student learning</td><td>80.8%</td><td>19.2%</td></tr>
</table>

All items were above the expected 80%; however, it should be noted that when looking further into the individual programs (Conventional, DLiTE, FasTrack, and Special Education), the following elements fell below 80%:

<u>Conventional:</u>
Instructional Practice: Provide students with meaningful feedback to guide next steps in learning (79.3%)
Professionalism: Collaborate with parents and guardians to support student learning (75.4%)
</td>
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<tr>
<td>Common Metrics Alumni Survey</td>
<td>The Alumni Survey includes Likert Scale questions related to how first-year teachers felt their BSU program prepared</td>
<td>The Common Metrics Alumni Survey is completed by first-year teachers on a Likert Scale. This Likert Scale is as follows:

Disagree
Tend to Disagree

</td>
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<tr>
<td>The Common Metrics Alumni Survey is completed by first-year teachers.</td>
<td>them within four categories: Instructional Practice, Diverse Learners, Learning Environment, and Professionalism.

Although there are many questions included in this survey, BSU focuses on the following 1-2 questions within the four categories, based on reporting requirements within the state of Minnesota:
To what extent do you agree or disagree that your teacher preparation program prepared you to do the following:
• Instructional Practice: Select instructional strategies to align with learning goals and standards
• 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</td>
<td>• Tend to Agree
• Agree

2023-2024 Common Metrics Alumni Survey Data (n=51):
<table>
<tr><th>Element</th><th>Agree
OR
Tend to Agree</th><th>Disagree
OR
Tend to Disagree</th></tr>
<tr><td>Instructional Practice: Select instructional strategies to align with learning goals and standards</td><td>79.5%</td><td>20.5%</td></tr>
<tr><td>Instructional Practice: Provide students with meaningful feedback to guide next steps in learning</td><td>87.2%</td><td>12.8%</td></tr>
<tr><td>Diverse Learners: Effectively teach students from culturally and ethnically diverse backgrounds and communities</td><td>91.7%</td><td>8.3%</td></tr>
<tr><td>Diverse Learners: Differentiate instruction for a variety of learning needs</td><td>83.3%</td><td>16.7%</td></tr>
<tr><td>Learning Environment: Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected</td><td>83.3%</td><td>16.7%</td></tr>
<tr><td>Professionalism: Collaborate with parents</td><td>80.5%</td><td>19.5%</td></tr>
</table>
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<table>
<tr>
<td></td>
<td>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

When evaluating Common Metrics data, BSU identifies Tend to Agree or Agree as meeting program expectations and flags any that fall below 80% as an item of interest for further data analysis.</td>
<td>
<table>
<tr><td>and guardians to support student learning</td><td></td><td></td></tr>
</table>

All items were above the expected 80%; however, it should be noted that when looking further into the individual programs (Conventional, DLiTE, FasTrack, and Special Education), the following fell below 80%:

<u>Conventional:</u>
Instructional Practice: Select instructional strategies to align with learning goals and standards (60.0%)
Instructional Practice: Provide students with meaningful feedback to guide next steps in learning (73.4%)
Diverse Learners: Differentiate instruction for a variety of learning needs (66.7%)
Learning Environment: Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected (75.0%)
Professionalism: Collaborate with parents and guardians to support student learning (66.7%)

<u>FasTrack:</u>
Professionalism: Collaborate with parents and guardians to support student learning (66.7%)
</td>
</tr>
<tr>
<td>Common Metrics Administrator Survey

The Common Metrics Administrator Survey is completed by administrators/principals of first-year teachers.</td>
<td>The Administrator Survey includes Likert Scale questions related to how they feel the BSU program prepared their first-year teachers within four categories: Instructional Practice, Diverse Learners, Learning Environment, and Professionalism.

Although there are many questions included in this</td>
<td>The Common Metrics Administrator Survey is completed by administrators of first-year teachers on a Likert Scale. This Likert Scale is as follows:
• Disagree
• Tend to Disagree
• Tend to Agree
• Agree

2023-2024 Common Metrics Administrator Survey Data:
<table>
<tr><th>Element</th><th>Agree
OR
Tend to Agree</th><th>Disagree
OR
Tend to Disagree</th></tr>
</table>
</td>
</tr>
</table>

survey, BSU focuses on the following 1-2 questions within the four categories, based on reporting requirements within the state of Minnesota:
To what extent do you agree or disagree that this first-year teacher does the following:

- Instructional Practice: Select instructional strategies to align with learning goals and standards
- 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

Instructional Practice: Select instructional strategies to align with learning goals and standards	97.9%	2.1%
Instructional Practice: Provide students with meaningful feedback to guide next steps in learning	95.7%	4.3%
Diverse Learners: Effectively teach students from culturally and ethnically diverse backgrounds and communities	93.2%	6.8%
Diverse Learners: Differentiate instruction for a variety of learning needs	88.9%	11.1%
Learning Environment: Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	93.6%	6.4%
Professionalism: Collaborate with parents and guardians to support student learning	89.4%	10.6%

All items were above the expected 80%, including when looking further into the individual programs (Conventional, DLiTE, FasTrack, and Special Education).

	• Professionalism: Collaborate with parents and guardians to support student learning When evaluating Common Metrics data, BSU identifies Tend to Agree or Agree as meeting program expectations and flags any that fall below 80% as an item of interest for further data analysis.	

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.

One of the top priorities of BSU's teacher preparation programs during 2024-2025 was preparing for and successfully completing the Minnesota Professional Educator Licensing and Standards Board (PELSB) state accreditation site visit. In Spring 2019, BSU received Conditional Approval from PELSB with the requirement to submit annual compliance reports for the following three years demonstrating evidence towards compliance with the not met standards. During this time, BSU was not allowed to submit new programs and was required to meet all standards by the end of the three years. BSU successfully completed this requirement through a 2021 focus site visit, and the visit in Spring 2025 was to be the first accreditation visit since the Office of Teacher Education (OTE) was established.

Over the past few years, in response to updated unit standards and documentation expectations, OTE staff, in collaboration with faculty, have strengthened internal systems for evidence collection, program alignment, and communication. Comprehensive site visit support materials were developed by the OTE to clearly demonstrate to the PELSB reviewers compliance across all standards and licensure programs.

Targeted preparation efforts included coordinating faculty and staff readiness, clarifying roles and responsibilities for the site visit, and facilitating shared understanding of interview protocols and evidence expectations. These efforts improved BSU's

consistency in messaging, reduced gaps in documentation/evidence, and increased confidence among faculty, staff, and outside stakeholders participating in the visit.

As a result of these focused efforts, BSU's teacher preparation programs successfully demonstrated compliance with PELSB standards and were approved by the PELSB Board with *Continuing Approval with Focus Areas through June 30, 2031*.

Reviewers noted several accolades in their findings report:

- Bemidji State University builds teachers where they live, and it is clear that communities are integral to the growth of the candidates.
- The team would like to applaud the inclusion of the First Nations practicum experience as a great way to promote understanding of learners in the local community.
- The team recognizes the care taken to ensure the continuous improvement of collecting, storing and tracking data systems.
- Teacher candidates and alumni appreciate the personalization of advising and the relationships that are built throughout their program.
- Bemidji State University has created and maintains complex, innovative pathways that meet the specific needs of teacher candidates in a variety of contexts.

A recent innovation during the 2024-2025 fiscal year at BSU has been the design and implementation of the Apprenticeship/Field-Based Program as an alternative pathway for working professionals to earn a teaching license. Designed to address Minnesota's ongoing teacher shortage, the program integrates coursework with school-based experiences and professional development that allow candidates to learn within classroom settings. The program explores ways to strengthen collaboration among higher education institutions, school districts, and professional organizations to provide teacher candidates with a realistic and practice-oriented introduction to the education profession.