

**South Dakota Department of Education**

**Educator Preparation Program**

**State Accreditation**

**INSTITUTION NAME**

**SELF-STUDY REPORT**

**Location**

**Visit Date**

**OVERVIEW**

**A.1. What is the institution's historical context?**

**A.2. What are the institution's characteristics (e.g., public or private) and type of institution (private, land grant, etc.)?**

 **EDUCATOR PREPARATION PROVIDER**

**B.1. Describe the EPP at your institution and its relationship to other units/colleges at the institution that are involved in the preparation of professional educators?**

**B.2. How many professional education faculty members support the EPP? *Please complete Tables 1.1 and 1.2.***

**Table 1.1**

**University Faculty**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Faculty Name** | **Highest Degree** | **Assignment** | **Rank** | **Tenure Track** | **Scholarship** | **P-12 Experience** |
|  |  |  |  |  |  |  |

**Table 1.2**

**EPP-based Clinical Faculty and Supervisors**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Faculty Name** | **Highest Degree** | **Field or Specialty Area of highest degree** | **Program Assignment(s)** | **Teaching Assignment or role within the program(s)** | **P-12 Certificates or licensures held** | **P-12 Experiences including teaching or administration dates of engagement in these roles, last five years** |
|  |  |  |  |  |  |  |

**B.3. What programs are offered at your institution to prepare candidates for their first license to teach? *Please complete Table 2*.**

**Table 2**

**Initial Teacher Preparation Programs and Their Review Status**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **Licensure Level****(e.g., Bachelor's, Master's, Ed Spec.)** | **Enrollment in current fall cycle** | **Enrollment in last fall cycle** | **State Approval****Status (e.g.,****approved or****provisional)** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? *Please complete Table 3*.**

**Table 3**

**Advanced Preparation Programs and Their Review Status**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **Licensure Level****(e.g., Bachelor's, Master's, Ed Spec.)** | **Enrollment in current fall cycle** | **Enrollment in last fall cycle** | **State Approval****Status (e.g.,****approved or****provisional)** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**B.5. Which of the above initial educator preparation and advanced educator preparation programs are offered off-campus, at a branch campus, or via distance learning technologies? What alternate route programs are offered, if any?**

**B.6. What substantive changes have taken place in the EPP since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the EPP, etc.)?**

**STANDARD I**

 **EDUCATOR PREPARATION PROVIDER**

**MISSION, CONCEPTUAL FRAMEWORK AND RESPONSIBILITY**

**COMPONENT 1.1**

**EPP MISSION**

Higher education programs for the preparation of education personnel shall operate under a written mission statement. The Educator Preparation Provider (EPP) statements of goals and program objectives, consistent with the mission statement, shall serve as a basis for decision making regarding policies affecting all of the programs for the preparation of education personnel and shall assure that education graduates are prepared to serve in P-12 schools.

This section sets the context for the visit. It should clearly state the mission of the EPP. It should describe the characteristics of the EPP and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

**C.1 What is the EPP’s mission?**

**COMPONENT 1.2**

**CONCEPTUAL FRAMEWORK**

This section provides an overview of the EPP's conceptual framework. The overview should include a brief description of the framework and its development.

**D.1. How does the EPP’s conceptual framework address the following structural elements? Please provide a summary of each element.**

* **the vision and mission of the EPP;**
* **philosophy, purposes, goals, and institutional standards of the EPP;**
* **knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the EPP;**
* **candidate proficiencies related to expected knowledge and skills, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards;**
* **summarized description of the EPP's assessment system;**

**D.2. What changes have been made to the EPP’s conceptual framework since the last visit?**

**STANDARD II**

 **PREPARATION OF CANDIDATES IN TEACHER EDUCATION**

The EPP shall print and distribute a policy with specific admission standards and procedures that govern student recruitment and acceptance into the preparation programs. The EPP shall provide written verification that candidates are informed about state laws, rules, and ethics that govern the issuance of certificates for educational personnel.

**E.1. What are the criteria for admission?**

**COMPONENT 2.1**

**CANDIDATE KNOWLEDGE AND SKILLS**

The EPP shall prepare candidates to work in a school as a teacher, administrator or school service specialist. These candidates must know and demonstrate the content, pedagogical, and professional knowledge and skills necessary to help all students learn. Assessments shall be given to the candidates to ensure the candidates meet professional, state, and EPP standards.

**F.2. Each approved EPP for the preparation of teachers shall measure candidates’ content and pedagogical knowledge. What are the pass rates of teacher candidates in initial educator preparation programs on state tests of content and pedagogical knowledge for each program and across all programs (i.e., overall pass rate)? Please complete Table 4 (This information could be compiled from Title II data submitted.)**

**Table 4**

**Pass Rates on Content Licensure Tests for Initial and Advanced Educator Preparation**

**For Period:**

|  |  |  |  |
| --- | --- | --- | --- |
| Program | Name of Licensure Test | # of Test Takers | % Passing State Licensure Test |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Overall Pass Rate for the EPP (across all programs for the preparation of otherschool professionals) |  |  |  |

**F.3. What do the data in the above table tell the EPP about the content knowledge of initial teacher candidates?**

**F.4. What do the data in the above table tell the EPP about the content knowledge of advanced teacher candidates?**

**Table 5**

**Pass Rates on Pedagogical Tests for Initial and Advanced Teacher Preparation**

**For Period:**

|  |  |  |  |
| --- | --- | --- | --- |
| Program | Name of Licensure Test | # of Test Takers | % Passing State Licensure Test |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Overall Pass Rate for the EPP (across all programs for the preparation of otherschool professionals) |  |  |  |

**F.5. What do the data in the above table tell the EPP about the pedagogical knowledge of initial teacher candidates?**

**F.6. What do the data in the above table tell the EPP about the pedagogical knowledge of advanced teacher candidates?**

**G.1. What data from key assessments indicate that candidates for other professional school roles have an understanding of the professional knowledge expected in their fields and delineated in professional, state, and instructional standards. They know their students, families, and communities, treat all students fairly and provide each student with an opportunity to learn, and use current research to inform their practices, use technology, and support student learning though their professional services?**

**G.2. What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work?**

**G.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals? What was the response rate?**

**COMPONENT 2.2**

**InTASC MODEL STANDARDS**

Assessments shall be given to the beginning teacher candidate to ensure the candidate meets the professional standards of the Interstate Teacher Assessment and Support Consortium (InTASC) standards for teachers.

**H.1. What data from key assessments indicate that candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

**H.2. What data from key assessments indicate that candidates use an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

**H.3. What data from key assessments indicate that candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.**

**H.4. What data from key assessments indicate that candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.**

**H.5. What data from key assessments indicate that candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

**H.6. What data from key assessments indicate that candidates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.**

**H.7. What data from key assessments indicate that candidates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**H.8. What data from key assessments indicate that candidates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

**H.9. What data from key assessments indicate that candidates engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.**

**H.10. What data from key assessments indicate that candidates seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.**

**H.11. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? What was the response rate?**

**STANDARD III**

 **ASSESSMENT SYSTEM AND EPP EVALUATION**

The EPP shall develop an assessment system with its professional community that reflects its conceptual framework and professional and state standards. The EPP’s system shall include a comprehensive and integrated set of evaluation measures that shall be used to monitor candidate performance and to manage and improve programs. Decisions about candidate performance shall be based on assessments conducted during admission into programs, at appropriate transition points, and at program completion**.** The EPP shall take effective steps to eliminate sources of bias in performance assessments and work to establish fair, accurate, and consistent assessment procedures.

In this section the EPP must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.

**cOMPONENT 3.1**

**Assessment System**

**I.1. How does the EPP ensure that the assessment system collects information on candidate proficiencies outlined in the EPP's conceptual framework, state standards, and professional standards?**

**I.2. What are the key assessments used by the EPP and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6.**

**Table 6**

**EPP Assessment System: Transition Point Assessments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program | Admission | Entry to clinical practice | Exit from clinical practice | Programcompletion | After programcompletion |
|  |  |  |  |  |  |

**I.3. How is the EPP assessment system evaluated? Who is involved and how?**

**I.4. How does the EPP ensure that its assessment procedures are fair, accurate, consistent, and free of bias?**

**I.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the EPP?**

**cOMPONENT 3.2**

**Data Collection, Analysis, and Evaluation**

The EPP shall regularly and systematically compile, summarize, and analyze data, which shall be used to improve applicant qualifications, candidate and graduate proficiency, and program quality. The EPP shall use multiple assessments from internal and external sources to collect data from applicants, candidates, recent graduates, faculty, and other members of the professional community.

**J.1. What are the processes and timelines used by the EPP to collect, compile, aggregate, summarize, and analyze data on candidate performance, EPP operations, and program quality?**

* **How are the data collected?**
* **From whom (e.g., applicants, candidates, graduates, faculty) are data collected?**
* **How often are the data summarized and analyzed?**
* **Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.)**
* **In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)**
* **What information technologies are used to maintain the unit's assessment system?**

**J.2 How does the EPP disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, or branch campus sites in distance learning programs, and in alternate route programs?**

**J.3. How does the EPP maintain records of formal candidate complaints and their resolutions?**

**COMPONENT 3.3**

**Use of Data for Program Improvement**

The EPP shall regularly and systematically use data, including candidate and other school personnel performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The EPP shall analyze program evaluation and performance assessment data and initiate changes if necessary. The EPP shall regularly share data with candidates and faculty to help them reflect on and improve their performance.

**K.1. In what ways does the EPP regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?**

**K.2. What data-driven changes have occurred?**

**K.3. What access do faculty members have to candidate assessment data and/or data systems?**

**K.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?**

**STANDARD IV**

**FIELD EXPERIENCES AND CLINICAL PRACTICE**

The EPP and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills, necessary to help all students learn. The EPP and its school partners shall jointly determine the specific placement of student teachers and interns of other professional roles to provide appropriate learning experiences. Clinical faculty shall be selected and prepared for their roles as mentors and supervisors who will provide continuing support for candidates during their field and clinical experiences.

 In this section the EPP must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.

**COMPONENT 4.1**

**Collaboration between EPP and School Partners**

**L.1. Who are the EPP's partners in the design, delivery, and evaluation of the EPP's field and clinical experiences?**

**L.2. In what ways have the EPP's partners contributed to the design, delivery, and evaluation of the EPP's field and clinical experiences?**

**L.3. What are the roles of the EPP and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?**

**L.4. How do the EPP and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?**

**COMPONENT 4.2**

**Design, Implementation, and Evaluation of Field Experiences and Clinical Practice**

**M.1. What are the entry and exit requirements for clinical practice?**

**M.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7.**

**Table 7**

**Field Experiences and Clinical Practice by Program**

|  |  |  |  |
| --- | --- | --- | --- |
| Program | Field Experiences | Clinical Practice (Student Teaching or Internship) | Total Number of Weeks or Hours |
|  |  |  |  |

**M.3. How does the EPP systematically ensure that candidates develop proficiencies outlined in the EPP's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?**

**M.4. How does the EPP systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?**

**M.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?**

**M.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?**

**M.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?**