



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Institutional Program Review
Report to the Board of Regents

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

UNIVERSITY:	NSU
DEPARTMENT OR SCHOOL:	Teacher Education Department, School of Education
PROGRAM REVIEWED:	Special Education BSED
DATE OF REVIEW:	4/25/2021
TYPE OF REVIEW:	National Program Review

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this report, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

5/9/2023

Date

1. Identify the program reviewers and any external accrediting body:

Council for the Accreditation of Educator Preparation (CAEP)

Review Team:

Ms. Alicia A. Sneed

Angelique M. Ogea

Dr. Chris M. Ray

Dr. Robin Wiebers

2. Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.

2(A). Describe the strengths and weaknesses identified by the reviewers

Strengths:

- a. Our Educator Preparation Program (EPP) provides several opportunities for evaluation for and collection of evidence regarding teacher candidate performance. This data is collected and compared over time. Candidates are evaluated throughout the program and the EPP documents formative and summative assessments used during the student teaching semester:

- i. The Teacher Work Sample (TWS) and the Candidate Preservice Assessment of Student Teaching (CPAST) created by The Ohio State University are used throughout the candidates' field experiences.
- ii. Candidates are evaluated on their dispositions throughout their courses beginning in EDFN 102, Introduction to Education, using a consistent instrument that allows the EPP to assess progress and identify candidates in need of remediation.
- iii. The EPP uses PRAXIS data to monitor its candidates' progress regarding content and pedagogical knowledge and application.
- iv. There is documented evidence that the EPP does have progression of courses and clinical experiences that can be used to determine the effectiveness of its completers throughout the program and prior to certification or licensure.
- v. The EPP demonstrated that it is working to recruit and admit quality candidates.
 1. The EPP provided several examples of its attempts to recruit students throughout the state of South Dakota to enter its program.
 2. The EPP meets with potential candidates during campus-wide visitation days and one-on-one.
 3. The EPP has also partnered with local school district to tutor Native American students in the local elementary and secondary school to make connections that it hopes will have a positive impact on recruiting more Native American students to the university and EPP.
 4. The EPP also detailed in the SSR its efforts to reach out other diverse ethnic and religious populations in South Dakota including local Hutterite Colonies and the Karen immigrant population living in Huron, South Dakota.
 5. The SSR also noted the Crazy Horse Scholarship Committee awarded scholarships to 13 Native American students to help students continue pursue their education at the university. It is unclear if this scholarship is a university sponsored or EPP sponsored.
- vi. The EPP attempts to address the needs of the communities it serves. The EPP intends to offer a SPED 100 class in Huron after the Huron Community requested assistance with special education supports. A Reading Clinic, offering tutoring services for area K-12 students, runs each fall and spring semester. The EPP is supporting science and social studies learning through its candidates and providing additional supports in the writing of individual education plans (IEPs) and Summaries of Performance (SOPs).

2(B). Briefly summarize the review recommendations

Accreditation with stipulations is granted at the initial-licensure level. Accreditation status is effective between Fall 2021 and Fall 2023. The provider must demonstrate that all stipulations have been corrected within two years to continue accreditation. A Stipulation Documentation virtual site visit will occur in Spring 2023.

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED-LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

STANDARD 1: Content and Pedagogical Knowledge

Areas for Improvement	Rationale
1 The EPP provided limited evidence of analysis of data relative to the learner and learning, content, instructional practice, and professional responsibility. (component 1.1)	The EPP provided minimal interpretation in its data or analysis to show how candidates demonstrate an understanding of InTASC standards at the appropriate progression levels for each program.
2 The EPP provided limited evidence of analysis of data relative to candidate use of research and evidence to develop an understanding of teaching profession. (component 1.2)	The EPP provided insufficient evidence of assessments to support candidates' use of research and evidence to support candidates' in measuring their P-12 students' progress and their own professional practice.

STANDARD 4: Program Impact

Stipulations	Rationale
1 The EPP did not provide evidence of completeness. (component 4.2)	The EPP did not present data measuring completeness teacher effectiveness.

2(C). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?

A program assessment map has been created and is continually updated.

Assessment updates to the TEP handbook include links to CAEP components ensuring these items are aligned. This will continue to allow us to align our coursework, clinical experiences, and other program requirements to the necessary CAEP components.

Every spring, the School of Education sends an employer survey to administrators at schools that employ recent (1-5 years) program completers currently working

as teachers in South Dakota to determine employer satisfaction level regarding the employee's teacher-preparation.

Every summer, the School of Education sends an alumni survey to recent (1-5 years) program completers to determine their satisfaction level regarding their teacher-preparation program.

A survey targeted at collecting (via self-report surveys) Student Learning Objective data from program completers currently working as teachers in South Dakota has been sent out. Due to privacy concerns, teachers and administrators are reluctant to share this data resulting in lower-than-average response rates, incomplete submissions, and missing key data points. To determine K-12 impact, the School of Education is identifying graduates of NSU's teaching programs and examining grade-level state report cards for teachers graduating. This information is being correlated to make assumptions based on the preparedness of these teachers and their impact on K-12 students.

The School of Education attempts to pull in a diverse pool of candidates by reaching out to all PhD/EdD programs in teacher education and advertising open faculty positions across a variety of platforms. Hiring from a larger pool of candidates increases opportunity for diverse hires.

The School of Education engages in professional development opportunities for preservice teachers, including research opportunities, conferences, and workshops. These experiences allow students to interact with peers in the same field from different universities, backgrounds, and cultures. Examples include state, regional and national conferences in teacher education, as well as study abroad opportunities, such as the NSU Learning Expo for Educators Rising.

3. Starting in Fall 2019 reporting year, campuses will identify the undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and identify assessment methods for cross-curricular skill requirements as outlined in Board Policy 2:11. Program review completed prior to Fall 2019 need not include cross curricular skills.

All program assessments and courses syllabi have been aligned to InTASC, which is cross-walked to the BOR Cross-Curricular Standards below; the following formative and summative assessments are used across all teacher education programs:

- Student Learning Objectives (formative, Pre-Student Teaching Experiences; formative, within methods courses; formative, within TWS, Pre-student Teaching Experience; summative, within TWS, Student Teaching Experience) [Please note: piloting and partial implementation are underway, but this assessment is not yet fully integrated into the program]
- Common Lesson Planning Rubric (formative, in methods courses; formative, within TWS, Pre-student Teaching Experience; summative, within TWS, Student Teaching Experience)
- Teacher Work Sample (formative, Pre-Student Teaching Experience; summative Student Teaching Experience)
- Specialized Program Area Evaluations (summative, Student Teaching Experience)

- Candidate Preservice Assessment of Student Teaching (formative, Pre-Student Teaching Experience; summative Student Teaching Experience)
- Praxis II: Content Knowledge (program-specific) Exam (summative, usually taken during or before Pre-Student Teaching Experience; passing score required for Student Teaching Experience)
- Praxis III: Pedagogy (by grade-level preparation) Exam (summative, usually taken during Student Teaching Experience)
- Dispositions (formative, all education courses; formative, within CCAST, Pre-Student Teaching Experience; summative, within CCAST, Student Teaching Experience)

The Learner and Learning		
InTASC Standard	<u>Standard #1: Learner Development</u>	
	The teacher understands 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.	
BoR CC Skill	Inquiry and Analysis	A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
	Critical and Creative Thinking	A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
	Problem Solving	The process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.
	Access and Opportunity	Fostering engagement with individuals of diverse backgrounds, beliefs and perspectives to increase awareness, understanding and respect for all, facilitating a better understanding of the complex ways in which individuals interact within systems and institutions to promote equal access to and opportunities for all to participate in educational and community programs for all members of society, while also developing lifelong skills and enhancing preparation to live and work effectively in a diverse world.
InTASC Standard	<u>Standard #2: Learning Differences</u>	
	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	
BoR CC Skill	Problem Solving	The process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.
	Intercultural Knowledge	Cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.

	Access and Opportunity	Fostering engagement with individuals of diverse backgrounds, beliefs and perspectives to increase awareness, understanding and respect for all, facilitating a better understanding of the complex ways in which individuals interact within systems and institutions to promote equal access to and opportunities for all to participate in educational and community programs for all members of society, while also developing lifelong skills and enhancing preparation to live and work effectively in a diverse world.
InTASC Standard	<u>Standard #3: Learning Environments</u>	
	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	
BoR CC Skill	Teamwork	Behaviors under the control of individual team members – effort they put into team tasks, their manner of interacting with others on the team, and the quantity and quality of contributions they make to team discussion.
Content Knowledge		
InTASC Standard	<u>Standard #4: Content Knowledge</u>	
	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	
BoR CC Skill	Inquiry and Analysis	A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
	Critical and Creative Thinking	A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
	Information Literacy	The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and convey that information to address the need or problem at hand.
InTASC Standard	<u>Standard #5: Application of Content</u>	
	The teacher understands 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.	
BoR CC Skill	Critical and Creative Thinking	A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
Instructional Practice		
	<u>Standard #6: Assessment</u>	

InTASC Standard	The teacher understands and uses 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.	
BoR CC Skill	Information Literacy	The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and convey that information to address the need or problem at hand.
	Problem Solving	The process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.
	Integrative Learning	An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.
InTASC Standard	<u>Standard #7: Planning for Instruction</u>	
	The teacher plans 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.	
BoR CC Skill	Inquiry and Analysis	A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
	Critical and Creative Thinking	A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
	Problem Solving	The process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.
	Integrative Learning	An understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.
InTASC Standard	<u>Standard #8: Instructional Strategies</u>	
	The teacher understands and uses 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.	
BoR CC Skill	Inquiry and Analysis	A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
	Information Literacy	The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and convey that information to address the need or problem at hand.
	Problem Solving	The process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

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Professional Responsibility		
InTASC Standard	<u>Standard #9: Professional Learning and Ethical Practice</u>	
	The teacher engages in ongoing professional learning and uses 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.	
BoR CC Skill	Inquiry and Analysis	A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
	Critical and Creative Thinking	A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
	Information Literacy	The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and convey that information to address the need or problem at hand.
	Problem Solving	The process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.
	Civic Knowledge and Engagement	Developing the combination of knowledge, skills, values and motivation that make a difference in the civic life of communities and promoting the quality of life in a community, through both political and non-political processes. Engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.
	Ethical Reasoning	Reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.
	Foundational Lifelong Learning Skills	Involves purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.
InTASC Standard	<u>Standard #10: Leadership and Collaboration</u>	
	The teacher seeks 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.	
BoR CC Skill	Civic Knowledge	Developing the combination of knowledge, skills, values and motivation that make a difference in the civic life of communities and promoting the quality

	and Engagement	of life in a community, through both political and non-political processes. Engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.
	Teamwork	Behaviors under the control of individual team members – effort they put into team tasks, their manner of interacting with others on the team, and the quantity and quality of contributions they make to team discussion.