AAQEP Annual Report for 2023

Provider/Program Name: College of St. Scholastica
End Date of Current AAQEP Accreditation Term: June 30, 2026
(or "n/a" if not yet accredited):

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.

The College of St. Scholastica is an independent private college located in Duluth, Minnesota. The College was founded in 1912 and sponsored by the Benedictine Sisters, with a mission of providing intellectual and moral preparation for responsible living and meaningful work in a context of Catholic Benedictine values.

The College offers programs at the undergraduate and graduate levels grounded in the liberal arts, with excellent professional programs and a particularly strong focus and reputation in the health sciences and nursing. The General Education program provides students with a foundation in the liberal arts and sciences, cultivating a conscientious use of knowledge that prepares them for responsible living in a global community. Central to these efforts is our particular attention given to the individual student. The College aspires to be a diverse and inclusive academic community of excellence.

The School of Education was first established as the Education Department in 1912, the same year the College was founded. The College recently moved from six disciplinary schools to three: School of Health Professions, School of Arts and Sciences and the Stender School of Leadership, Business and Professional Studies, where the Education Department resides.

The Education Department’s Mission: To prepare and support teachers who are firmly grounded in the knowledge, skills, and dispositions needed to promote student learning.

The Education Department Vision: To be nationally recognized for developing skilled and caring professionals prepared to educate students in a diverse and changing world.
Education Programs
The Education Department offers the following AAQEP-approved programs:

- Undergraduate Teaching Licensure (Initial Licensure)
- Graduate Teaching Licensure (GTL) (Initial Licensure)
- Graduate Academic Behavior Strategist Licensure (Additional Licensure)
- Graduate K-12 Reading Teaching Licensure (Additional Licensure)
- Master of Education (MEd) (Advanced Programs)
- Doctorate in Educational Leadership (Advanced Programs)

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):

Direct Link to Report:
Part I of the report is also housed in the Accreditation portion of the following program web pages:

https://www.css.edu/academics/programs/undergraduate/ba-bs-middle-secondary-education/?ecopen=accreditation
https://www.css.edu/academics/programs/undergraduate/bachelor-of-science-elementary-education/?ecopen=accreditation
https://www.css.edu/academics/programs/certificates/graduate-special-education-licensure/?ecopen=accreditation
https://www.css.edu/academics/programs/certificates/graduate-teaching-licensure/?ecopen=accreditation
https://www.css.edu/academics/programs/graduate/master-of-education/?ecopen=accreditation
https://www.css.edu/academics/programs/doctorate/doctor-of-educational-leadership/?ecopen=accreditation
https://www.css.edu/academics/programs/certificates/graduate-reading-teacher-licensure/
2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

<table>
<thead>
<tr>
<th>Degree or Certificate granted by the institution or organization</th>
<th>State Certificate, License, Endorsement, or Other Credential</th>
<th>Number of Candidates enrolled in most recently completed academic year (12 months ending 08/23)</th>
<th>Number of Completers in most recently completed academic year (12 months ending 08/23)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs that lead to initial teaching credentials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>Initial Certification: Elementary Education (Grades K-6)</td>
<td>61</td>
<td>28</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Initial Certification: Biology (Grades 5-12)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Initial Certification: Chemistry (Grades 5-12)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Initial Certification: English (Grades 5-12)</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Initial Certification: Mathematics (Grades 5-12)</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Initial Certification: Social Studies (Grades 5-12)</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Initial Certification: Instrumental Music (Grades K-12)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Initial Certification: Vocal Music (Grades K-12)</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Initial Certification: Spanish (Grades K-12)</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Initial Certification: Elementary Education (Grades K-6)</td>
<td>45</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Initial Certification: Biology (Grades 5-12)</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Degree or Certificate granted by the institution or organization</td>
<td>State Certificate, License, Endorsement, or Other Credential</td>
<td>Number of Candidates enrolled in most recently completed academic year (12 months ending 08/23)</td>
<td>Number of Completers in most recently completed academic year (12 months ending 08/23)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Initial Certification: Chemistry (Grades 5-12)</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Initial Certification: English (Grades 5-12)</td>
<td>16</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Initial Certification: Mathematics (Grades 5-12)</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Initial Certification: Social Studies (Grades 5-12)</td>
<td>13</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Initial Certification: Spanish (Grades K-12)</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total for programs that lead to initial credentials</strong></td>
<td><strong>181</strong></td>
<td><strong>57</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Programs that lead to additional or advanced credentials for already-licensed educators**

| Graduate Certificate | Academic and Behavioral Strategist Licensure (Grades K-12) | 17 | 10 |
| Graduate Certificate | K-12 Reading Teacher Licensure | 36 | 1 |
| **Total for programs that lead to additional/advanced credentials** | **53** | **11** |

**Programs that lead to credentials for other school professionals or to no specific credential**

| Master of Education | Non-Licensure | 75 | 34 |
| Doctorate in Educational Leadership | Non-Licensure | 31 | 0 (First cohort completes in May 2025) |
| **Total for additional programs** | **96** | **34** |
| **TOTAL enrollment and productivity for all programs** | **330** | **102** |


### Degree or Certificate granted by the institution or organization

<table>
<thead>
<tr>
<th>State Certificate, License, Endorsement, or Other Credential</th>
<th>Number of Candidates enrolled in most recently completed academic year (12 months ending 08/23)</th>
<th>Number of Completers in most recently completed academic year (12 months ending 08/23)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated total of all program candidates and completers</td>
<td>310</td>
<td>102</td>
</tr>
</tbody>
</table>

### 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.)

**3. Program Performance Indicators**

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

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.

330

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.

102

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1. 83 total licensure recommendations.

<table>
<thead>
<tr>
<th>Program</th>
<th>Tier 4</th>
<th>Tier 3</th>
<th>Tier 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (5-12)</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elementary Education (K-6)</td>
<td>40</td>
<td>2</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>Biology (5-12)</td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Social Studies (5-12)</td>
<td>9</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Instrumental Music (K-12)</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Mathematics (5-12)</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>General Science (5-8)*</td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Academic and Behavioral Specialist (K-12)**</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>K-12 Reading Teacher Licensure**</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>71</td>
<td>3</td>
<td>83</td>
</tr>
</tbody>
</table>
*General Science is offered in conjunction with Biology licensure.
**Additional Licensure Completers will often wait until their licensure renewal date to add these fields. As such, the number of completers who are recommended for licensure in any given year does not necessarily correlate to the number of completers in that year.

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.

- Undergraduate: 100%
- GTL: 98%
- Literacy Instruction: 100%
- Academic Behavioral Specialist: 100%
- Master of Education: 93%

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%.

Minnesota no longer requires state licensure examinations, called MTLEs, for our initial licensure programs. Minnesota does require the edTPA. The results for the edTPA are shared below.

edTPA Scores
The aggregate edTPA scores for our elementary program completers show various results in meeting the 80% threshold. We are disaggregating the data by program level to better address the nuanced pass rates. Overall, our edTPA scores are positive. The GTL edTPA scores for Elementary Mathematics, English-language arts, History/Social Studies, and Secondary Science exceeded the pass rates. 100% of the undergraduate elementary students took the Elementary Mathematics edTPA, with pass rates for Task 2 and Task 3 exceeding the 80% pass rates. Two secondary mathematics students exceeded the pass rates for Task 2 and Task 3.

Undergraduate and Graduate Teacher Licensure edTPA 2022-23 pass rates below 80%

**Graduate Teaching Licensure**
The GTL program had three elementary students who chose the literacy task.

- Elementary Literacy: Task 2 Instruction 33% (n=3)
- Elementary Literacy: Task 3 Assessment = 67% (n=3)
- Secondary Science: Task 2 Instruction = 75% (n=13)

**Undergraduate Elementary Program**

- Elementary Mathematics: Task 1 63% (n = 46) undergraduate students
- Secondary Mathematics; Task 1 Planning = 50% (n=2)

The scores shared are indicative of the first attempt. New policies implemented last year require GTL students to re-take the edTPA until they obtain the passing scores to be labeled as program completers. Therefore, GTL program completers would have passing score rates at
100% to be named a program completer. All licensure students are provided with faculty support and a remediation plan that requires them to resubmit edTPA tasks that have not met the required threshold.

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

Licensure Programs:
For initial licensure programs at the graduate and undergraduate levels, our 2022-2023 exit survey data indicates several strengths. Exit survey data is aggregated with a 19% completion rate representing both programs. Licensure programs set a threshold minimum mean score of 3.0 (out of 4), and at least 90% of participants chose 3 or 4 on survey items.

Exit survey data is gathered using a four-point Likert Scale (4=very satisfied, 3=satisfied, 2=dissatisfied, 1=very dissatisfied) to assess various aspects of the program. The survey is divided into four categories that evaluate the students' satisfaction with different aspects of the teacher education program. These categories include their readiness to teach, their readiness to work with diverse learners, their preparation for the profession, and their satisfaction with the college supervisor and cooperating teacher.

The completers of our licensure program who completed the survey in 2022-2023 expressed high satisfaction with the program across all areas. Several areas were particularly strong and are noted as follows: preparedness to teach subject matter, instructional planning, design and strategizing, the use of formative and summative assessments, utilizing digital and interactive technologies to achieve academic goals, effectively teaching students from culturally and ethnically diverse backgrounds, creating environments where all can learn and be respected, collaborating with parents, students and other teachers, and the utilization of feedback to improve. 47 survey items exceeded 3.5 on the mean score for the survey data.

All of the survey items were above 3.0 and also met or exceeded the 90% threshold.

The 2022-2023 exit survey data also point to needed improvement for our students in the following areas. They met the mean score of 3.0 but fell below the 90% threshold:
1) Engage students in self-assessment strategies.
2) Differentiate instruction for English-language learners.

Our licensure programs have been focusing on differentiation, which has been and continues to be an important focus area. With the new 2023 MN Standards of Effective Practice (SEPs), licensure programs in Minnesota need to address supporting multilingual learners and differentiation. We believe faculty professional development is essential to strengthening these areas in our program. Based on the licensure focus group data, it has been observed that the candidates who opted for our special education minor program felt more confident and competent in the area of differentiation. This positive feedback on the impact of the special education minor on our completers’ ability to engage effectively in differentiating instruction would be helpful in enhancing our programs, and we will explore this further in our upcoming curriculum revision work.
Additional Licensure

Special Education and K12 Reading Teacher Licensure

An analysis of the 2022-2023 Special Education program data is difficult due to a lower-than-desired response rate on the Exit Survey (n=3). Exit surveys and focus group data demonstrate the following strengths and challenges. The target rate for survey responses is an 85% threshold on responses that meet or exceed the 3 or above mean score.

Open-ended comments are also collected and analyzed for trends to identify strengths and challenges. Overall, the results are strong, with all scores on all Exit survey items ranging from 4.0 to 5.0 mean scores. Top mean scores and program completer comments suggest that the program has knowledgeable and supportive faculty, students felt the online synchronous sessions were valuable, and courses were easy to navigate. While still overwhelmingly positive, the lower mean scores from the Exit Surveys suggest that further support may be needed in the area of advisement, and the field course is in need of revision to ensure support and alignment between courses and fieldwork.

Exit survey data from K-12 Reading Teacher Licensure completers are included in the overall Certificate program data. The target rate for survey responses is an 85% threshold on responses that meet or exceed the 3 or above mean score. The newly instituted Exit Surveys and Certificate Completer Surveys over the last year suggest students are satisfied with the course and program structure, as well as the program faculty. The response rates are lower than desired; the chairs and program advisor are implementing a new Exit Survey process, which we believe will help us increase response rates for our program completers.

Advanced Programs

Master of Education

An analysis of the exit surveys for the 2022-2023 academic year and the newly introduced alumni survey, we have identified the following strengths and challenges of the program. The survey assesses three categories: the overall quality of the program, the quality of instruction provided by the Master of Education faculty, and questions aligned with the program outcomes. The objective is to achieve an 85% of scores achieving a mean score of 3 or above on a five-point Likert Scale survey (5=Very Satisfied, 4=Satisfied, 3=Neutral, 2=Dissatisfied, 1=Very Dissatisfied). Open-ended comments are also collected and analyzed to identify trends.

Overall, the results are impressive, with all scores achieving the 3-point mean score and only two areas falling below the 85% threshold. Top mean scores and program completer comments suggest that the program had a positive impact on the student’s ability to 1) Select and identify relevant and credible educational research (mean 4.88); 2) Apply current education theory to increase student learning(mean 4.75); 3) Reflect on my current teaching practices (mean 4.75);
4) Apply educational research and inquiry to improve student learning (mean 4.75). While still overwhelmingly positive, the lower mean scores from the Exit Surveys suggest that the Graduate Education Community Site, a program resource page offered to all students, needs further examination. And, students had a lower mean score of 3.88 on the program’s effectiveness at supporting their teaching of subject matter knowledge (mean 3.88) as well as the archived webinar sessions. While the mean score meets the target of 3.0, the overall threshold is lower than desired at 75%. These three areas will require additional examination and discussion with faculty.

Doctor of Educational Leadership (EdD)

The Education Doctorate (EdD) program will not have program completers until the spring semester of 2025. However, the program gathers feedback in other ways from key constituents to support its improvement efforts. These key constituents include students, faculty, dedicated program advisor, and dissertation chairs.

The program employs a range of data collection methods, including both individual and group meetings, course evaluations, formative surveys integrated into courses, and open forums known as "Conversation Cafe" sessions. Faculty members leverage both official college-created course evaluation surveys and informal feedback surveys to gather valuable insights from students, enabling them to refine their courses and assignments for continuous improvement. Furthermore, the program director and advisor have established progress monitoring protocols to systematically collect data that supports student milestones.

Due to feedback from constituents, we have adjusted and modified the first-year research courses and professional learning community courses to better support students in writing and research skills. We are reviewing our program milestones to better support students and scaffold the curriculum for the timely attainment of key milestones. For example, we have several third-year doctoral students who did not achieve doctoral candidacy in the timeframe that we had hoped. We believe that strengthening the Research Three course, by including more support and scaffolding for the research proposal will help to improve timely student success. We continue to use informal and formal feedback and data from dissertation chairs and the review of student artifacts to help us understand how to best support students and make the appropriate changes.

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

Licensure Programs

Data from our 2022-2023 Employer Survey (also known as the Transition to Teaching (TTT) survey) provides information on how our students are transitioning into the profession. The TTT survey is aggregated to include the undergraduate and graduate programs. Like the exit survey data, licensure programs at St. Scholastica set a mean of 3.0 (out of 4) as the goal for each survey item. We met our goal for all criteria (though our ‘n’ was small, with data coming from
only 6 employers and results combined from all licensure programs - baccalaureate and post-baccalaureate). 45 out of 45 criteria (100%) show a mean score of 3.0. A review of the summary of the findings suggests areas of strength and areas for additional attention.

The highest mean score from the survey data was 3.83 (SD=.37) and includes the following survey items.

- Effectively teaches the subject matter in his/her licensure area
- Designs activities where students engage with subject matter from a variety of perspectives.
- Accounts for students' prior knowledge or experiences in instructional planning.
- Engages students in using a range of technology tools to achieve learning goals.
- Upholds laws related to student rights and teacher responsibility.

These strong scores suggest that employers believe our students are well-prepared in their subject and are able to employ technology tools to achieve their learning goals.

The lower scores on the survey are clustered from 3.20-3.33 and are aligned with social-emotional learning and differentiation to support students and include the following survey items.

- Differentiates to meet the needs of students from various socioeconomic backgrounds. (3.33)
- Differentiates instruction for a variety of learning needs. (3.33)
- Differentiates for students at varied developmental levels. (3.33)
- Helps students regulate their own behavior. (3.20, SD=1.17)
- Differentiates instruction for gifted and talented students. (3.33)
- Differentiates instruction for English-language learners. (3.33)
- Accesses resources to foster learning for students with diverse needs.(3.33)

The lowest mean score from the survey data was 3.0 (SD=1.53)

- Differentiates instruction for students with mental health needs.

Although these survey items meet the threshold scores of 3.0, we believe they require additional attention compared to the other scores. Additionally, these areas are essential because they are at the center of teaching to engage diversity, to include all learners, and to seek equity. Therefore, we intend to address these concepts further during our curriculum revision work.

**Advanced Programs**

The Master of Education program, K12 Reading Teacher Licensure, and Special Education Programs do not collect data from employers. The EdD program does not have program completers yet and does not plan to collect employer data.
H. Narrative explanation of how the program investigates employment rates for program completers, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

We rely on a combination of student self-reporting, our alumni office, and annual public-school district employment data provided by PELSB for this information for our initial licensure candidates. For advanced programs, we ask a survey question about their employment. Additionally, graduate and advanced program students are asked to share their current employment status as well as any promotions or career changes.

As of the time of this report, data for the 2022-2023 academic year has been collected by the college’s office of institutional research but has not yet been analyzed.

4. Candidate Academic Performance Indicators

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

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

<table>
<thead>
<tr>
<th>Provider-Selected Measures</th>
<th>Explanation of Performance Expectation</th>
<th>Level or Extent of Success in Meeting the Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance and Exit Mean GPA</td>
<td>Undergraduate Admission Minimum GPA: 2.8, Undergraduate Program Continuation Minimum GPA: 2.8, Graduate Admission Minimum GPA: 2.8, Graduate Program Continuation Minimum GPA: 3.0</td>
<td>Mean GPA for Completer Cohorts in each program:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undergraduate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Entrance: 3.42, Exit: 3.71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GTL Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Entrance: 3.20, Exit: 3.87</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ABS Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Entrance: 3.89, Exit: 3.99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literacy Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Entrance: 3.87, Exit: 4.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MEd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Entrance: 3.28</td>
</tr>
<tr>
<td>Provider-Selected Measures</td>
<td>Explanation of Performance Expectation</td>
<td>Level or Extent of Success in Meeting the Expectation</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Key Assessment Attainment</td>
<td>Initial Licensure 100% attainment of Standards evaluated in Key Assessments for UND and GTL Program. Additional Licensure SPED 90% will score 86% or better on key assessments for Academic and Behavioral Strategist Program Advanced Programs 90% will score 86% or better on key assignments</td>
<td>Initial Licensure For initial licensure, for those courses where key assessments were measured 100% of the standards were attained. Additional Licensure SPED 100% of students scored 86% or better on key assessments for Academic and Behavioral Strategist Program. One key assessment is placed within a course that has the potential to transcend across multiple semesters, so this data is collected and reviewed regularly. Advanced programs Master of Education A review of the key assessment data shows only the “Literature Review” did not meet the threshold (75% and 83%) two times. The course was offered seven times over the past academic year. All other key assessment data exceeded the threshold criteria. Undergraduate:  - Elem Ed Completers exceeded the 90% threshold in all areas.  - Secondary Completers exceeded the 90% threshold in all areas. GTL:  - Elem Ed Completers exceeded the 90% threshold in all responses received with the exception of one area (“is prepared and organized”) with a score of 85%.  - Secondary Completers exceeded the 90% threshold in all areas.</td>
</tr>
<tr>
<td>Professional Behavior Forms</td>
<td>90% of responses for each question will be a 3 or higher, meaning the behavior was observed most of the time</td>
<td></td>
</tr>
<tr>
<td>Performance Assessment: edTPA</td>
<td>70% or more of program completers are expected to meet the passing scores on each of the three tasks. This expectation was successfully met with the following edTPA scores that exceed 70% passing scores on specific edTPA tasks  - Elementary Literacy Task 1= 100%  - Elementary Mathematics Task 2= 90%  - Elementary Mathematics Task 3= 88%</td>
<td></td>
</tr>
<tr>
<td>Provider-Selected Measures</td>
<td>Explanation of Performance Expectation</td>
<td>Level or Extent of Success in Meeting the Expectation</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
</tbody>
</table>
|                           | Established minimum scores for Task 1- Planning (13), Task 2- Instruction (13), and Task 3- Assessment (12). | • Secondary English Language Arts Task 1= 100%  
• Secondary English Language Arts Task 2 = 100%  
• Secondary English Language Arts Task 3= 100%  
• Secondary History/ Social Studies Task 1 = 83%  
• Secondary History/ Social Studies Task 2 = 100%  
• Secondary History/ Social Studies Task 3 = 100%  
• Secondary Science Task 1= 88%  
• Secondary Science Task 3 = 100% |
Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

<table>
<thead>
<tr>
<th>Provider-Selected Measures</th>
<th>Explanation of Performance Expectation</th>
<th>Level or Extent of Success in Meeting the Expectation</th>
</tr>
</thead>
</table>
| Student Teacher Final Evaluations | 85% of responses for each question will be a 3 or higher. The rating is completed by the cooperating teacher. | Undergrad:  
- The Elem Ed cohort (n=30) met or exceeded the 85% goal on 39 of 41 prompts. The two areas below the threshold score were “initiative to seek out information” (82%) and “demonstrates skills of critical reflection (82%)”  
- The Secondary Ed cohort (n=2) met or exceeded the 85% goal on 40 of 41 prompts. The only area below the threshold was “Creates opportunities for students to create digital products to demonstrate knowledge of learning objectives” (0%). The 0% often indicates that this was “not observed.”  |
| Employer Survey – sent to employers of previous year’s completer cohort | 85% of responses for each question will be a 3 or higher | GTL:  
- The Elem Ed cohort (n=13) met or exceeded the 85% goal on 25 of the 41 prompts. The lowest score shared was “Creates opportunities for students to create digital products to demonstrate knowledge of learning objectives” (50%). Other lower than desired scores relate to assessment and the candidates’ use of assessment data to inform instruction.  
- The Secondary Ed cohort (n=26) met or exceeded the 85% goal on 35 of 41 prompts. The lower than desired scores relate primarily to the candidate’s use of assessment and the creation of digital products.  |

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.

Program Accomplishments

Overall Licensure Program Accomplishments

In the 2022-2023 academic year, all initial licensure programs successfully implemented a new edTPA policy focusing on performance expectations and retake guidance. Implementing this policy allowed for the development of an edTPA support structure that empowers and gives teacher candidates direct control over meeting the performance expectations of the performance assessment. We are pleased to report that elementary and secondary program
completers’ performance on most of the three edTPA tasks exceeded the 70% requirement set by PELSB and the 80% performance expectation set by AAQEP. We believe the changes to our edTPA support structure impact the improved scores on this performance assessment (See Table 4 above).

In all of our licensure programs, the completion rates for candidates who completed the various programs within their respective timeframes continue to be strong, as evidenced in the Performance indicator data in response to prompt D above. We can attribute this accomplishment to our individualized academic advising and student support structures at CSS.

Undergraduate Licensure programs’ unique accomplishments.

- Sustained professional development on Social Emotional Learning (SEL), which was a priority in the last report.
- Marketing and promotion assessment (SWOT analysis) facilitated by Melissa Goodson, Associate Professor of Marketing.
- Partnership with area school district to provide online tutoring support; From 9/1/2022-present, the Ed Programs students have provided 1056 tutoring sessions to approximately 350 different K-12 students

Graduate Special Education Licensure unique accomplishments

- Established partnership with Region 3 school districts; eligibility for tuition discount
- Participation in the IHE Collaborative with a statewide focus on recruiting and retaining special education teachers

Graduate Teaching Licensure unique accomplishments

**Online Delivery:** GTL has continued to work on improving the adopted Graduate Education program standard online course design template to increase consistency with the look and feel from one course to the other while addressing accessibility, usability, and transfer of LMS navigation skills from one course to the next to address concerns from the last year.

**Regular Substantive Interactions (RSI) requirement:** The GTL program continues to improve and enhance requirements for regular and substantive interactions with and among students in multiple ways. The GTL program’s implementation of increased time allocated for synchronous course meetings from 90 minutes to 150 minutes each week is in its 2nd year of success. The feedback from students and course instructors has been positive. In August 2023, program course instructors participated synchronously and asynchronously in a workshop session that included explicit resources on meeting the RSI regulation for online programs.

**Curriculum alignment to address equity and mental health gaps:** During the 2022-23 academic year, GTL implemented a course syllabus-sharing process to collaborate on addressing assessment, differentiation, social-emotional learning, equity pedagogies, and technology integration throughout the programs. The EDU 5220 course instructor reviewed the EDU 5125 course syllabus to gather information that could be valuable in addressing equity and assessment. The EDU 5380 course instructor reviewed the EDU 5125 & 5130 course syllabi to
gather the information that could be valuable in addressing equity and mental health in Arts and movement in elementary classrooms. In EDU 5115, the course instructor shared library and research guest speaker recordings and handouts with the EDU 5111 course instructor to include in the course shell as a resource for a writing-intensive assignment in EDU 5111. The EDU 5130 instructor shared the Structured Video assignment with EDU 5250 and 5350 instructors to give them an example of tasks that students completed in the first field course and prior to EDU 5350. A new textbook was added to the EDU 5240 course to enhance secondary candidates’ understanding of Youth development and factors that impact adolescents’ school experience and learning.

Efforts to Address Challenges (Licensure Programs)
We have not yet developed a map of GTL curriculum readings and assignments. However, we are currently engaged in discussions about creating one. The purpose of this map would be to track and monitor when and how content related to assessment, differentiation, social-emotional learning, equity pedagogies, and technology integration is introduced and practiced throughout the program curriculum. We can eliminate content redundancy and streamline curriculum and assignments during our curriculum revision to meet the newly adopted Standards of Effective Practice for beginning teachers in Minnesota.

The information and insights gathered from responses to prompts regarding the performance of both candidates and program completers shed light on the challenges in adequately preparing educators to effectively implement inclusive teaching practices that engage diverse student populations and actively promote equity throughout their training. We hope to address this challenge during our curriculum revision in response to Minnesota’s newly adopted Standards of Effective Practice for beginning teachers.

Faculty load is based on program course credits. Although our programs have evolved over the years, we observed that our course credits and faculty loads have not evolved to align with program changes. We hope to address program course credits and implications for faculty loads in our curriculum redesign for the newly adopted Standards of Effective Practice for beginning teachers.

The GTL program will continue collaborating with other online education graduate programs on piloting an open-source rubric to ensure a high-quality online course experience.

Efforts to Address Challenges (Additional Licensure and Advanced Programs)

K12 Reading Teacher Licensure
The K12 Reading Teacher Licensure program has incorporated an in-depth audit to address the science of reading standards and the extended required reading clinical. We are incorporating several rounds of key constituency feedback to ensure a high-quality program that addresses the needs of students in our licensure program and meets the state requirements. The K12 Reading Teacher Licensure and Master in Education programs will continue collaborating with
other online education graduate programs on piloting an open-source rubric to ensure a high-quality online course experience.

Graduate Special Education Licensure
The Graduate Special Education Licensure program continues to struggle with a small “n” in completer surveys. This may be attributed to the variation in time when students complete the program. A new system will be implemented in Fall 2023. The program advisor will send the completer survey at the end of each term when certificates are conferred to ensure all completers are captured and the completers will have name recognition of the survey sender. The SpEd program will continue collaborating with other online education graduate programs on piloting an open-source rubric to ensure a high-quality online course experience.

Priorities in the Current Agenda (Licensure Programs)
Our focus for the 2023-2024 academic year is to launch a new and reimagined licensure program that aligns with the newly established Minnesota Standards of Effective Practice (SEPs). To achieve this goal, the education program chairs have developed a curriculum revision process incorporating Design Thinking and Project Management components. This process includes working groups and listening sessions to understand the needs and expectations of our constituents.

We have several goals:
- Create streamlined undergraduate and graduate courses that parallel each other as much as possible. Where possible, seek opportunities to cross-list courses to provide better oversight of program management and quality.
- Create program scope and sequence of the new SEPs that provide opportunities for common learning experiences and key assessments.
- Provide professional development for faculty to better understand and address the intent and vision of the new MN SEPs in their courses.
- Create course prototypes and syllabi that reflect the new SEPs
- Engage with key constituents to address the needs of the schools and K12 students we serve.
- Review our program licensure formats to better address the needs of potential students.
- Acknowledge and integrate AI in the teacher preparation space.

Innovations (Licensure Programs)
As we move forward, we are actively seeking meaningful partnerships to tackle the growing demand for a knowledgeable and skilled educator workforce and the current teacher shortage. Our focus is on achieving these goals through a revamped curriculum that offers a range of innovative solutions, including
- Collaborations to support "Grow Your Own" initiatives,
- Enhanced partnerships with community colleges to enable degree completion programs
- Exploring opportunities to address the needs of rural schools
- Creating paid residency programs
• Expanding our Educational Studies program to recruit more licensed teachers.

Innovations (Additional and Advanced Programs)
A significant innovation for the Education Department’s advanced programs is launching the online Doctorate of Educational Leadership program in June of 2021. The first cohort is still in progress, and the second cohort started in June 2023. The program is a member of the Carnegie Project on the Education Doctorate which provides guiding principles and collaborative opportunities and support. The program aims to embrace an innovative and concurrent dissertation model grounded in equity and justice. Continued efforts include providing professional development to dissertation chairs and faculty.

Master of Education
The MEd had the opportunity to launch the newly designed research courses. Students are now finishing the “Research” block courses in two semesters versus four.

We are exploring the development of a study abroad program focused with Education students in mind.