

### Standard 5 Guiding Questions

- Describe how the quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness.

All undergraduate students with majors in the College of Education are assigned an academic advisor. The academic advisor is a faculty member in the candidate's major who usually teaches or team-teaches the section of *GS 100: The University Experience* in which the candidate is enrolled during their first semester at DSU. GS 100 sections are designated for each degree program/major in the college. In addition to GS 100 sections, the candidates and their advisor meet a minimum of twice annually to review progress and to enroll in courses for the coming term. Advisors receive any messages generated by faculty teaching courses in which an advisee is enrolled through the use of Starfish® - a proprietary technology-based student retention system. The student information system used by institutions in the regents system (Colleague) also provides reports (program evaluations) that track student progress. In addition, academic performance is reviewed each semester in order to recognize exceptional academic performance (President's Academic Honors List) as well as to note poor performance that could lead to academic probation or suspension.

Applications for admission to the Teacher Education program are subject to review by the Student Assessment and Monitoring (SAM) committee, as are applications for admission to student teaching.

The Director of Field Services regularly reviews feedback on fieldwork students via scripted observations from student teacher university supervisors, from midterm and final Student Teacher Assessment Forms, from discussions with university supervisors at regular monthly meetings, etc.

Attempts to obtain information related to completer achievements are undertaken annually with surveys of graduates in their first and third year following graduation (Alumni Survey). Completer achievements are also assessed through feedback received from their immediate supervisors at the end of their first year of employment (Employer Survey). Staff in the Alumni Office also track graduates and provide updates to the college when newsworthy items are reported and congratulatory notes are sent from the dean.

Operational effectiveness of the EPP is reviewed on an on-going basis utilizing a number of measures including test results (Collegiate Assessment of Academic Proficiency-CAAP, Pre-Professional Skills Test-PPST, Praxis II: Content Knowledge and Praxis II: Principles of Learning and Teaching) as well as review of numerous other assessments. These findings are synthesized into an annual report that is submitted by the dean of the college to the university Assessment Coordinating Committee. Data from a variety of assessments for academic programs is also reviewed and program modifications recommended through discussion of assessment results at faculty meetings, and subsequent review/approval by the Professional Education Council (PEC).

- Describe how the quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Critical points in a candidate's program utilize data from proprietary assessments with widely accepted, and statistically based, validity and reliability. Admission to the Teacher Education

program requires passing scores on the Praxis I: Pre-Professional Skills Test/Core Academic Skills for Educators examination developed by the Educational Testing Service (ETS). Admission to Student Teaching is dependent on achieving passing scores on the Praxis II: Content Examinations – also from ETS. Teacher licensure at program completion utilizes both the Praxis II: Content exam and the Praxis II: Principles of Learning and Teaching exam.

State department approval of all teacher preparation programs utilizes Specialty Professional Association (SPA) standards. All programs are reviewed on a regular basis to verify that the content required for every teaching major meets SPA standards. DSU's programs were reviewed during the 2014-2015 academic year and all programs were found to be in full compliance.

Both content classes and fieldwork placements are also assessed. Coursework utilizes assessments chosen by the instructor, consistent with content and aligned with SPA expectations. Fieldwork placements are assessed by both cooperating teachers (clinical faculty) and by university supervisors. Course grades are a consideration in decisions regarding entry into the teacher education program and to the student teaching experience (minimum cumulative GPA of 2.6 and 2.7 in their major), as well as in meeting graduation requirements. Fieldwork assessments mirror the components of the DSU Conceptual Framework that is aligned with both InTASC standards and the Danielson Framework.

- How does the provider regularly and systematically assess performance against its goals and relevant standards, track results over time, test innovations and the effects of selection criteria on subsequent progress and completion, and use results to improve program elements and processes based on the Selected Improvement Plan?

The Student Assessment and Monitoring Committee (SAM) reviews applicants for admission to Teacher Education and to student teaching every semester, and systematically addresses candidate performance in comparison to published standards. These students are then tracked continuously, and if performance falls below standards, they are prevented from progressing in their major or are prevented from student teaching.

The Professional Education Council (PEC) meets each semester to review and take action on recommendations related to the college and its programs. This council of university administrators and faculty, P-12 administrators and faculty, including those who completed their teacher preparation program at DSU, current teacher candidates and selected other members whose duties relate to the preparation of teachers (e.g. Registrar, Director of Diversity Services) and who serve both as a sounding board and an approval body.

Score and sub-scores on proprietary assessments are reviewed each semester and tracked over time to verify that professional preparation of completers prepare them to achieve satisfactory scores.

Annual reports to the institutional Assessment Coordinating Committee reflect activities and accomplishment of the college.

- How are measures of completer impact, including available outcome data on P-12 student growth,

are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction?

Employment data provided in support of this report reflect the high level of demand that exists for graduates of the DSU College of Education. These completers are surveyed after their first and third years of employment in order to obtain information that the college can use to improve on its professional preparation program. The immediate supervisors of completers are surveyed at the end of the first year of the completer's employment in order to obtain information that would help the college better prepare teachers for the settings in which they are employed.

Data on P-12 student growth will become an area of emphasis in the future. The teacher preparation program has focused all of its energy on the formative assessment data collected in the normal operation of the program, and on the summative assessments critical for program exit and state certification and licensure. While tracking graduates for three years following completion of their program has been in place for an extended period, the focus has been on soliciting perceptions of their preparation for the art of teaching and not on the impact of their efforts on P-12 growth and development. We look forward to working with the CAEP pilot of student surveys in order to better understand how data is collected, analyzed, interpreted and utilized in preparing more effective teachers.

As an institution focused by a mission of integrating information technology in all of its programs, the College of Education makes extensive use of the Internet in promoting its programs and sharing information.

- How does the provider assure that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence?

The Professional Education Council (PEC) serves as the formal body that receives, reviews, advises and approves modifications to improve the program. As noted above, members of the PEC include "appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others" in addressing the changes set for the council in its policy and procedures manual. In addition, the close contact that is maintained between the Director of Field Services and area administrators and teachers has created a direct pathway through which recommendations are received and concerns expressed. The dean is a regular attendee at monthly meetings of area superintendents, during which a variety of current issues related to the schools are discussed.

Staff members in the college are active members of the South Dakota Association for Colleges of Teacher Education (SDACTE) and the South Dakota Board of Regents Teacher Education Discipline Council. The institution is a member of the American Association of Colleges for Teacher Education (AACTE) and staff attends national conventions on a regular basis. The dean and members of the dean's staff also attend CAEP meetings/conference and conventions on a regular basis. Involvement in these forums provides valuable insights into issues facing teacher education, and informs us of the tactics and strategies that others have used to effectively and efficiently address these challenges.