

2017 EPP Annual Report

CAEP ID:	12127	AACTE SID:	400
Institution:	Black Hills State University		
Unit:	School of Education		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 203

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

Our post-baccalaureate secondary teacher certification-only program became a Master of Science in Secondary Education three years ago, still leading to initial teacher certification. This is a change from undergraduate to graduate level and is significant in that it is now a DEGREE rather than certification-only.

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

1) Initiating the MSED, rather than a post-baccalaureate teacher certification, required all courses to be moved to the master's level. This makes them different from undergraduate courses previously offered.
2) In December 2014, the Board of Regents approved the collaborative Master of Science in Principal Preparation to be offered jointly by BHSU, Northern State University, University of South Dakota, and South Dakota State University. Launch date is summer 2017, but the program is fully approved. Courses will be hybrid.

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

non-confidential candidate performance data by program; other portions of the Title II report that can be displayed:
<http://www.bhsu.edu/ReportCard>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Section 7. Accreditation Pathway

Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.*

BHSU's EPP has selected Standard 2, Clinical Partnerships and Practice, as our Selected Improvement focus. In advance of our spring 2018 site visit, our CAEP Committee and EPP partners performed a final in-depth review of the Clinical Partnerships and Practices SIP. Outcomes of this review and reflection included refining specific goals and objectives, and creating details aligning with the CAEP sufficiency expectations and phase-in guidelines to ensure the EPP develops candidate acquisition of knowledge, skills, and dispositions needed to demonstrate positive impact on P-12 learning.

Goal 1: Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation.

Objective 1.1:

Review current MOUs with partners to reflect the changes in the Teacher Preparation Program Objective 1.2: (integrated with Objective 2.2)

Implement Early Instrument Review recommendations

-clinical internship Final Appraisal

-Professional Dispositions Assessment

Objective 1.3:

Establish or improve mutually beneficial technology-delivered professional development opportunities for P-12 and EPP faculty.

Progress toward the above goals and objectives includes progress on 1.2 and 1.3 with established phase-in plans for the Final Appraisal and PDA.

Informal conversations regarding needs for technology-delivered PD opportunities to guide our formal process

Goal 2: Partners ensure that theory and practice are linked to maintain coherence across clinical and academic components of preparation.

Objective 2.1

Ensure linkages between theory and practice

Objective 2.2: (integrated with objective 1.2)

Implement Early Instrument Review recommendations for EPP developed instrument:

Final Appraisal

Progress toward the above goals and objectives includes progress on 2.1 and 2.2 as the review and reflection for the CAEP SS is identifying strengths and relative weakness in linkages between theory and practice. The tie-in with 1.2 and the established phase-in plans for the Final Appraisal and PDA

Goal 3: Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators.

Objective 3.1:

Co-select a pool of highly qualified clinical faculty

Objective 3.2:

Establish training guidelines for new and continuing partners of the clinical internship triad. (CI, CE, US)

Objective 3.3:

Retain a co-selected pool of highly qualified clinical faculty

Progress toward the above goals and objectives includes progress on 3.1-3 as the entire process and practice for Goal 3 is

reviewed and redesigned. EPP personnel accepted an invitation from the partner schools' principals' monthly meetings to share EPPs and partner schools' needs, expectations, support and evaluation.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Betsy Silva

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.