

# 2016 EPP Annual Report

<b>CAEP ID:</b>	12127	<b>AACTE SID:</b>	400
<b>Institution:</b>	Black Hills State University		
<b>Unit:</b>	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 2014-2015 ?

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 198

**\*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 2014-2015 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 two 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) Because our post-baccalaureate teacher certification program is now at the graduate level, all courses for that master's degree are graduate level courses. 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

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

BHSU has selected Standard 2, Clinical Partnerships and Practice, as our area for continued growth. We always strive to ensure that our partnerships/clinical practice experience facilitate for candidates the knowledge, skills, and dispositions needed to demonstrate positive impact on P-12 learning.

2.1 To improve technology-based collaborations and support mutual expectations in partner agreements, we have built a Field Experiences website that goes beyond housing resources. All forms are accessible to clinical educators via this all-device-accessibility website. It facilitates immediate interaction when challenges are identified via the formal Professional Dispositions Assessment (PDA) process to monitor candidate progress. We also provided iPads in middle school science classes for active learning projects.

2.2 A number of steps have strengthened the co-selection, preparation, evaluation, support, and retention of high-quality clinical educators. Our liaisons continued to facilitate interviews to secure the best matches between clinical educators and interns at the early childhood/elementary level, where we have had a full-year senior residency in the schools for several years. Our candidates complete clinical practice experiences in two or more districts to ensure diverse experiences. Our Advisory Board, which includes superintendents and principals in some of our closest partner districts, continued to give guidance. As a result, we raised the GPA requirement from 2.6 to 2.7 in fall 2015 and planned professional development in the seven strategies of the Co-Teaching model. We used resources to provide a workshop in May 2015 for our clinical educators, trying to ensure every school was represented. Clinical educators received a stipend for attending. This training was conducted by key BHSU faculty who attended an onsite Co-Teaching Train-the-Trainer workshop.

2.3 We are making changes to ensure that, in collaboration with partners, our clinical experiences for all candidates have sufficient depth, coherence, and duration to prepare candidates to positively impact P-12 learning. We continued progress toward smooth expansion of the full-year residency model to include secondary teaching candidates, since anecdotal data from our elementary and early childhood candidates, along with our school partners, indicate the greater time in the field during the senior year increases self-efficacy. Our Assessment Committee is involving school partners in evaluating our assessment instruments, and Early Childhood Special Education faculty have involved some school partners in curriculum revisions. After piloting the Professional Performance Assessment for Teachers (PPAT) with a small group of candidates in spring 2015, we expanded the pilot extensively in spring 2016. The Director of Field Experiences is working with each district partner to be sure teachers are prepared for their roles and to collaborate in creating documents for effective communication with parents.

#### 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 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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