AAQEP Annual Report for 2024

Provider/Program Name:	St. Cloud State University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	06/30/2030

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.

St. Cloud State University (SCSU) is second largest of the seven universities in the Minnesota State system. Founded in 1869, St. Cloud State University has been preparing high quality educators for over 150 years. The mission of St. Cloud State University's College of Education and Learning Design is to champion equitable and responsive education for all. We prepare future teachers, administrators, and other education personnel at both the undergraduate and graduate level.

Currently, SCSU offers teacher preparation in 34 distinct content areas, as well as post-baccalaureate, master's and doctoral preparation in educational administration, higher education administration, and advanced studies that do not lead to licensure. Through five academic departments and several support centers, students enjoy many opportunities to pursue a variety of career paths in the field of professional education. Amongst these programs that are accredited by AAQEP, the five program types include:

- Early Childhood

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- Elementary
- K-12 Programs
- Secondary Programs (5-12, 7-12, 9-12)
- Special Education

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):

https://www.stcloudstate.edu/coeld/about/accreditation/default.aspx

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 2023-2024

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (12 months ending 08/23)	**Number of Completers** in most recently completed academic year (12 months ending 08/24)
Programs that lead to initial teaching credentials			
Bachelor of Science	Initial licensure: **Early Childhood Education** (Birth-Gr. 3)	61	6
	Initial licensure: **Elementary Education** (K-6)	172	36
	Initial Dual Licensure: **Health** (5-12) & **Physical Education** (K-12)*	35	10
	Initial licensure: **Music - Instrumental** (K-12)	8	1

	Initial licensure: **Music - Vocal** (K-12)	4	0
	Initial Licensure: **Physical Education standalone** (K-12)	6	2
	Initial Licensure: **Spanish** (K-12)	7	0
	Initial licensure: **Visual Arts** (K-12)	32	4
	Initial Licensure: **Communication Arts and Literature** (Grades 5-12)	31	7
	Initial licensure: **Mathematics** (5-12)	14	4
	Initial Licensure: **Science - Chemistry** (9-12)	1	4
	Initial Dual Licensure: **Science - General** (5-8) & **Chemistry** (9-12)	2	1
	Initial Licensure: **Science - Earth/Space** (9-12)	8	0
	Initial Dual Licensure: **Science - General (5-8) & Earth/Space** (5-12)	0	0
	Initial Licensure: **Science-Life Science** (9-12)	5	1
	Initial Dual Licensure: **Science - General** (5-8) & **Life Science** (9-12)	9	3
	Initial licensure: **Science - Physics** (9-12)	3	1
	Initial Dual Licensure: **Science - General (5-8) & Physics** (9-12)	1	0
	Initial licensure: **Social Studies** (5-12)	58	7

	Initial Licensure: **Technology Education** (5-12)	15	6
	Initial Licensure: **Special Education - Academic and Behavioral Specialist** (K-Age 21)	99	6
Bachelor of Arts with minor in ESL	Initial licensure: **English as a Second Language** (K-12)	5	1
Master of Arts	Initial licensure: **English as a Second Language** (K-12)	47	12
Master of Science	Initial Licensure: **Technology Education** (5-12)	24	14
Graduate Certificate	Initial Licensure: **Parent/Family Education** (Adult)	13	0
	Initial licensure**: Library Media Specialist** (K-12)	27	1
	Initial Licensure: **Special Education - Academic and Behavioral Specialist** (K-Age 21)	49	23
	Initial Licensure: **Special Education - Early Childhood** (Birth-Age 6)	7	2
Total for programs that lead to initial credentials		643	152
Programs that lead to additional or advanced credentials for already-licensed educators			
Graduate Certificate	Additional Licensure: **Parent/Family Education** (Adult)	13	0
	Additional licensure: **Reading** (K-12)	9	7
	Additional licensure: **Library Media Specialist** (K-12)	27	3
	Additional Licensure: **Career &**	24	5

	Technical Education - Communication Technology (Grades 7-12)		
	Additional Licensure: **Career & Technical Education - Construction** (7-12)		3
	Additional Licensure: **Career & Technical Education - Manufacturing** (7-12)		5
	Additional Licensure: **Career & Technical Education - Transportation** (7-12)		4
	Additional licensure: **Driver/Traffic Safety** (Age 15+)	17	19
	Additional licensure: **Coordinator of Work-Based Learning** (9-12)	0	0
	Additional Licensure: **Special Education - Academic and Behavioral Specialist** (K-Age 21)	10	3
	Additional licensure: **Special Education - Autism Spectrum Disorders** (Birth-Age 21)	5	1
	Additional licensure: **Special Education - Developmental Disabilities** (K-Age 21)	4	1
	Additional licensure: **Special Education - Emotional Behavioral Disabilities** (K-Age 21)	3	5
	Additional licensure: **Special Education - Learning Disabilities** (K-Age 21)	5	1
Master of Science	Additional licensure: **Library**	14	3

	Media Specialist (K-12)		
	Additional Licensure: **Technology Education**	24	14
	Additional Licensure: **Special Education - Early Childhood** (Birth-Age 6)	18	6
Master of Arts	Additional licensure: **English as a Second Language** (K-12)	47	12
Minor (add-on to Bachelor's degree)	Additional licensure: **Middle Level Mathematics endorsement** (5-8) add on for K-6 Elementary Education only	0	0
Total for programs that lead to additional/advanced credentials		220	92
Programs that lead to credentials for other school professionals or to no specific credential			
Doctor of Education	**Educational Administration & Leadership** (Non-Licensure)	59	9
	Higher Education Administration (Non-Licensure)	193	5
Master of Science	**Curriculum & Instruction** (Non-Licensure)	15	6
	Early Childhood (Non-Licensure)	26	10
	Family Studies (Non-Licensure)	7	3
	Social Responsibility (Non-Licensure)	0	0
	Special Education (Non-Licensure)	50	17
	Educational Administration & Leadership (Non-Licensure)	128	28
	Higher Education Administration (Non-Licensure)	44	7

	Community Education Director (Non-Licensure)	0	0
Graduate Certificate	**Technology Integration** (Non-Licensure)	1	0
	K-12 Principal (Non-Licensure)	66	8
	District Superintendent (Non-Licensure)	7	1
	Director of Special Education (Non-Licensure)	29	1
	Community Education Director (Non-Licensure)	10	2
	Total for additional programs	635	97
	TOTAL enrollment and productivity for all programs	1405	341
	Unduplicated total of all program candidates and completers	862	331

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.)

n/a

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

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.
862

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.

331

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

		Tier 4	Tier 3	Tier 2	**Total**
Bachelor of Science	**Early Childhood Education** (Birth-Gr. 3)		6		6
	Elementary Education (K-6)		26		26
	Health (5-12) & **Physical Education** (K-12)*		7		7
	Music - Instrumental (K-12)		1		1
	Spanish (K-12)				0
	Visual Arts (K-12)		3		3
	Communication Arts and Literature (Grades 5-12)		5		5
	Mathematics (5-12)		4		4
	Science - Earth/Space (9-12)				0
	Social Studies (5-12)		5		5
	Technology Education (5-12)	1	2		3
	Special Education - Academic and Behavioral Specialist (K-Age 21)		5		5
Bachelor of Arts with minor in ESL	**English as a Second Language** (K-12)				0
Master of Arts	**English as a Second Language** (K-12)	3	1	1	5
Master of Science	**Technology Education** (5-12)	6	1	4	11
Graduate Certificate	**Parent/Family Education** (Adult)				0
	Library Media Specialist (K-12)	3	1		4
	Special Education - Academic and Behavioral Specialist (K-Age 21)	3	16	2	21
	Special Education - Early Childhood (Birth-Age 6)	1	1		2
	Additional Licensure: **Parent/Family Education** (Adult)				0
	Additional licensure: **Reading** (K-12)	4	2		6
	Additional licensure: **Library Media Specialist** (K-12)	3	1		4

	Additional Licensure: **Career & Technical Education – Communication Technology** (Grades 7-12)	4			4
	Additional Licensure: **Career & Technical Education - Construction** (7-12)	2	1		3
	Additional Licensure: **Career & Technical Education - Manufacturing** (7-12)	4			4
	Additional Licensure: **Career & Technical Education - Transportation** (7-12)	2		2	4
	Additional licensure: **Driver/Traffic Safety** (Age 15+)	16	3		19
	Additional licensure: **Coordinator of Work-Based Learning** (9-12)				0
	Additional Licensure: **Special Education - Academic and Behavioral Specialist** (K-Age 21)	3	15	2	20
	Additional licensure: **Special Education - Autism Spectrum Disorders** (Birth-Age 21)	1			1
	Additional licensure: **Special Education – Emotional Behavioral Disabilities** (K-Age 21)	2			2
	Additional licensure: **Special Education - Learning Disabilities** (K-Age 21)	1			1
Master of Science	Additional licensure: **Library Media Specialist** (K-12)	3			3
	Additional Licensure: **Technology Education**	6	1	4	11
	Additional Licensure: **Special Education - Early Childhood** (Birth-Age 6)	3	2		5
Master of Arts	Additional licensure: **English as a Second Language** (K-12)	5	2	2	9
Total		76	110	17	203

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.

2023-2024 Cohort Completers Completion Rates							
Fall Term	**Initial Cohort**	**Graduated in 100% time (4 years)**	**Graduated in 150% time (6 years)**	**Graduated in 200% time (8 years)**	**Graduation Rate % (4 years)**	**Graduation Rate % (6 years)**	**Graduation Rate % (8 years)**
2017	3			2 (7 years)			67% (7 years)
2018	17		9				
2019	41	20 (5 years)				49% (5 years)	
2020	85	45			53%		

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%.

The edTPA is a Pearson teacher performance assessment which is scored by trained external evaluators. The assessment consists of 15 rubrics, divided into 3 tasks. Minnesota expects 70% of program completers to achieve task scores of 13-13-12 in all programs, with the exception of World Languages, with a threshold of 10-13-9.

2023-2024 edTPA Pass Rates				
Test Code	**Test Name**	**Number Passed**	**Number Total**	**Pass Rate**
014	Early Childhood	4	6	67%
001	Elementary Literacy	12	12	100%
002	Elementary Math	17	24	71%
115	Eng Addit Lang	2	3	67%
119	Health Education	7	9	78%
011	K-12 Phys Ed	0	3	0%
021	K-12 Performing Arts	1	1	100%
150	School Librarian/Library Specialist	0	3	0%
003	Secondary ELA	6	7	86%
004	Secondary HSS	6	6	100%
005	Secondary Math	1	3	33%
006	Secondary Science	4	7	57%
012	Special Education	14	24	58%
143	Tech and Eng Ed	5	6	83%
015	Visual Arts	2	4	50%

Beginning in the Spring of 2025, we will be a part of a statewide pilot utilizing the Candidate Preservice Assessment of Student Teaching (CPAST) as our teacher performance assessment. The CPAST is an evaluation instrument utilized at the mid-point and at the end of student teaching, to assess a candidate's performance in the classroom. A final score of 2.0 meets expectations. Candidates are not expected to reach a 2.0 during the mid-term evaluation, as the midterm is designed to provide actionable feedback and assist the triad in setting professional development goals for the remainder of the experience.

2023-2024 CPAST Pass Rates

**Passing is an average score of 2 between all rubrics in a category with no "0" scores*

CPAST Category	Unit Pass Rate	Average Unit Score
Planning for Instruction & Assessment (4 rubrics)	92%	9.59
Instructional Delivery (5 rubrics)	89%	12.14
Assessment & Analysis of Teaching (4 rubrics)	82%	8.82
Dispositions (8 rubrics)	96%	20.49
TOTAL	98%	51.04

2023-2024 CPAST Total Pass Rates

Licensure Area	# of Students In Licensure Area	# of Students Passing Final	Final Pass Rate
ECED	1	1	100%
TESOL	5	5	100%
SPED	44	44	100%
HLTED, PHED	19	17	89%
ARTED	6	6	100%
TECHE	6	6	100%
SOST	14	14	100%
MA	3	3	100%
MUED	5	5	100%
ELA	6	6	100%
OTHER	2	2	100%
SCI	2	2	100%
LMED	1	1	100%

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

To gather completer feedback, we have the Common Metrics survey instruments, which grew out of a 14-provider collaboration developed through funding from the Bush Foundation. These survey instruments pose a series of questions about how well the program prepared candidates with the basic skills in several aspects of effective teaching. The same items are administered at program completion (Exit Survey), after the first year of teaching (Transition to Teaching Survey), and to employers of our first-year teachers (Supervisor Survey). The Common Metrics questions we examined related to content and pedagogical knowledge include the extent to which candidates are prepared to:

- *Effectively teach the subject matter in their licensure area;*
- *Select instructional strategies to align with learning goals and standards;*
- *Design activities where students engage with subject matter from a variety of perspectives.*

Ratings are: 1=disagree, 2=tend to disagree, 3=tend to agree, 4=agree.

In our 2023-2024 Exit Survey and Transition to Teaching Survey data from our 2022-2023 graduate cohort, we found the mean for most questions used in support of Standard 1 and Standard 2 to be above 3 or "tend to agree". Areas where the mean is below 3 (noted in red below), which may need improvement, include:

- *Differentiating instruction for students with IEPs and 504 plans;*
- *Differentiating instruction for students with mental health needs;*
- *Helping students regulate their own behavior; and*
- *Engage with parents and guardians to support student learning.*

2023-2024 Common Metric Survey Data Mean Responses	**Exit Survey**	**Transition to Teaching**
N	83	9
Case for Standard 1a		
Effectively teach the subject matter in their licensure area	3.49	3.67
Select instructional strategies to align with learning goals and standards	3.51	3.89
Design activities where students engage with subject matter from a variety of perspectives	3.43	3.56
Case for Standard 1b		
Account for students' prior knowledge or experiences in instructional planning	3.42	3.44
Help students develop critical thinking processes	3.37	3.56
Help students develop skills to solve complex problems	3.40	3.56
Case for Standard 1c		
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.31	3.56
Differentiate instruction for a variety of learning needs	3.33	3.78
Differentiate instruction for students with IEPs and 504 plans	2.93	3.33
Differentiate instruction for students with mental health needs	2.94	3.22
Differentiate instruction for English-language learners	3.12	3.00
Access resources to foster learning for students with diverse needs	3.19	3.00
Case for Standard 1d		
Design and modify assessments to match learning objectives	3.45	3.56
Use formative and summative assessments to inform instructional practice	3.35	3.89
Analyze appropriate types of assessment data to identify student learning needs	3.23	3.33

Regularly adjust instructional plans to meet students' needs	3.38	3.78
Case for Standard 1e		
Clearly communicate expectations for appropriate student behavior	3.35	3.56
Use effective communication skills and strategies to convey ideas and information to students	3.43	3.56
Connect core content to students' real-life experiences	3.45	3.56
Help students work together to achieve learning goals	3.51	3.44
Develop and maintain a classroom environment that promotes student engagement	3.49	3.44
Respond appropriately to student behavior	3.17	3.11
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.42	3.67
Help students regulate their own behavior	3.00	2.78
Effectively organize the physical environment of the classroom for instruction	3.39	3.44
Case for Standard 1f		
Seek out learning opportunities that align with my professional development goals	3.45	3.56
Access the professional literature to expand my knowledge about teaching and learning	3.37	3.44
Engage with parents and guardians to support student learning	2.88	2.78
Collaborate with teaching colleagues to improve student performance	3.42	3.33
Use colleague feedback to support my development as a teacher	3.43	3.67
Uphold laws related to student rights and teacher responsibility	3.36	3.56
Act as an advocate for all students	3.48	3.78
Case for Standard 2a		
Engage with parents and guardians to support student learning	2.88	2.78
The faculty and staff at this school have positive relationships with students' parents and guardians	N/A	3.44
Case for Standard 2b		
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.31	3.56
Differentiate instruction for a variety of learning needs	3.33	3.78
Differentiate instruction for students with IEPs and 504 plans	2.93	3.33
Differentiate instruction for students with mental health needs	2.94	3.22
Differentiate instruction for English-language learners	3.12	3.00
Access resources to foster learning for students with diverse needs	3.19	3.00
Case for Standard 2c		

Help students work together to achieve learning goals	3.51	3.44
Develop and maintain a classroom environment that promotes student engagement	3.49	3.44
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.42	3.67
Help students regulate their own behavior	3.00	2.78
Case for Standard 2d		
Design activities where students engage with subject matter from a variety of perspectives	3.43	3.56
Case for Standard 2e		
Teachers are continually learning and seeking new ideas to enhance their practice	N/A	3.56
Case for Standard 2f		
Collaborate with teaching colleagues to improve student performance	3.42	3.33
Use colleague feedback to support my development as a teacher	3.43	3.67

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

In our 2023-2024 Supervisor Survey data from our 2022-2023 graduate cohort, we found the mean for most questions used in support of Standard 1 and Standard 2 to be above 3 or "tend to agree". The areas where the mean is below 3 (noted in red below), which may need improvement, includes differentiating instruction for English-language learners.

2023-2024 Common Metric Survey Data	**Supervisor Survey**
N	5
Case for Standard 1a	
Effectively teach the subject matter in their licensure area	3.60
Select instructional strategies to align with learning goals and standards	3.60
Design activities where students engage with subject matter from a variety of perspectives	3.60
Case for Standard 1b	
Account for students' prior knowledge or experiences in instructional planning	3.60
Help students develop critical thinking processes	3.40
Help students develop skills to solve complex problems	3.60
Case for Standard 1c	
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.60
Differentiate instruction for a variety of learning needs	3.40

Differentiate instruction for students with IEPs and 504 plans	3.40
Differentiate instruction for students with mental health needs	3.60
Differentiate instruction for English-language learners	2.80
Access resources to foster learning for students with diverse needs	3.60
Case for Standard 1d	
Design and modify assessments to match learning objectives	3.60
Use formative and summative assessments to inform instructional practice	3.60
Analyze appropriate types of assessment data to identify student learning needs	2.80
Regularly adjust instructional plans to meet students' needs	3.60
Case for Standard 1e	
Clearly communicate expectations for appropriate student behavior	3.60
Use effective communication skills and strategies to convey ideas and information to students	3.60
Connect core content to students' real-life experiences	3.60
Help students work together to achieve learning goals	3.60
Develop and maintain a classroom environment that promotes student engagement	3.60
Respond appropriately to student behavior	3.60
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.60
Help students regulate their own behavior	3.60
Effectively organize the physical environment of the classroom for instruction	3.60
Case for Standard 1f	
Seek out learning opportunities that align with my professional development goals	3.60
Access the professional literature to expand my knowledge about teaching and learning	N/A
Engage with parents and guardians to support student learning	3.60
Collaborate with teaching colleagues to improve student performance	3.60
Use colleague feedback to support my development as a teacher	3.60
Uphold laws related to student rights and teacher responsibility	3.40
Act as an advocate for all students	3.60
Case for Standard 2a	
Engage with parents and guardians to support student learning	3.60
The faculty and staff at this school have positive relationships with students' parents and guardians	N/A

Case for Standard 2b	
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.60
Differentiate instruction for a variety of learning needs	3.40
Differentiate instruction for students with IEPs and 504 plans	3.40
Differentiate instruction for students with mental health needs	3.60
Differentiate instruction for English-language learners	2.80
Access resources to foster learning for students with diverse needs	3.60
Case for Standard 2c	
Help students work together to achieve learning goals	3.60
Develop and maintain a classroom environment that promotes student engagement	3.60
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.60
Help students regulate their own behavior	3.60
Case for Standard 2d	
Design activities where students engage with subject matter from a variety of perspectives	3.60
Case for Standard 2e	
Teachers are continually learning and seeking new ideas to enhance their practice	N/A
Case for Standard 2f	
Collaborate with teaching colleagues to improve student performance	3.60
Use colleague feedback to support my development as a teacher	3.60

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 receive an annual employment report from the Minnesota Professional Educator Licensing and Standards Board (PELSB) that includes our completers who are employed in public school settings in Minnesota. We submit to PELSB data related to enrollment, completers, licensed completers, and hired completers teaching aligned to their licensure area. PELSB then releases an annual Data Summary Report that shares data on teacher candidates enrolling and completing licensure programs from Minnesota approved teacher preparation providers. Additionally, every two years, PELSB releases information regarding the teacher workforce to address the supply and demand of teachers, which includes completer survey data.
We capture our completer places of employment, their contact information, and their supervisor contact information to continue to gather feedback and data for continuous improvement. The Transition to Teaching survey is sent to graduates in the Spring of the

year after they graduate – hopefully after their first full year of teaching. Response rates tend to be quite low for the Transition to Teaching survey, and thus caution must be taken in making conclusions.

2024 Transition to Teaching Survey Employment
2022-2023 Graduates

Licensure Area	Total Certified	Total Responded	In State	Outside State	# Teaching in Licensure Area	% placement in teaching of total responded
Early Childhood	2	2	2	0	2	100%
Elementary Education	5	5	4	0	4	80%
Health and Physical Education	1	1	0	0	0	0%
Social Studies	3	3	3	0	2	100%
Special Education: Academic and Behavioral Strategist	1	1	0	0	0	0%
Visual Arts	1	1	0	0	0	0%
Total	13	13	9	0	8	69%

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Candidate Preservice Assessment of Student Teaching (CPAST)	The CPAST is an evaluation instrument utilized at the mid-point and at the end of student teaching, to assess a candidate's performance in the classroom. A final score of 2.0 meets expectations. Candidates are not expected to reach a 2.0 during the mid-term evaluation, as the midterm is designed to provide actionable feedback and assist the triad in setting	**2023-2024 CPAST Total Pass Rates** Licensure Area / # of Students In Licensure Area / # of Students Passing Final / Final Pass Rate ECED: 1 / 1 / 100% TESOL: 5 / 5 / 100% SPED: 44 / 44 / 100%

	professional development goals for the remainder of the experience.	
edTPA	The edTPA is an authentic performance assessment which is scored by trained external evaluators. The assessment consists of 15 rubrics, divided into 3 tasks. Minnesota expects 70% of program completers to achieve task scores of 13-13-12 in all programs, with the exception of World Languages, with a threshold of 10-13-9.	

HLTED, PHED	19	17	89%
ARTED	6	6	100%
TECHE	6	6	100%
SOST	14	14	100%
MA	3	3	100%
MUED	5	5	100%
ELA	6	6	100%
OTHER	2	2	100%
SCI	2	2	100%
LMED	1	1	100%

2023-2024 edTPA Pass Rates

Test Code	Test Name	Number Passed	Number Total	Pass Rate
014	Early Childhood	4	6	67%
001	Elementary Literacy	12	12	100 %
002	Elementary Math	17	24	71%
115	Eng Addit Lang	2	3	67%
119	Health Education	7	9	78%
011	K-12 Phys Ed	0	3	0%
021	K-12 Performing Arts	1	1	100 %
150	School Librarian/Library Specialist	0	3	0%
003	Secondary ELA	6	7	86%
004	Secondary HSS	6	6	100 %
005	Secondary Math	1	3	33%
006	Secondary Science	4	7	57%
012	Special Education	14	24	58%

		143 Tech and Eng Ed 5 6 83% 015 Visual Arts 2 4 50%
Common Metrics Exit Survey	The Common Metrics instruments grew out of a 14-provider collaboration developed through funding from the Bush Foundation. These survey instruments pose a series of questions about how well the program prepared candidates with the basic skills in several aspects of effective teaching. The same items are administered at program completion (Exit Survey), after the first year of teaching (Transition to Teaching Survey), and to employers of our first year teachers (Supervisor Survey).	Please refer to sections F-H
Common Metrics Transition to Teaching Survey		Please refer to sections F-H

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Common Metrics Transition to Teaching Survey	The Common Metrics instruments grew out of a 14-provider collaboration developed through funding from the Bush Foundation. These survey instruments pose a series of questions about how well the program prepared candidates with the basic skills in several aspects of effective teaching. The same items are administered at program completion (Exit Survey), after the first year of teaching (Transition to Teaching Survey), and to	Please refer to sections F-H
Common Metrics Supervisor Survey		Please refer to sections F-H

	employers of our first year teachers (Supervisor Survey).	
CAMP Feedback	St. Cloud State University partners with District 742 in providing a summer CAMP (Community and Academic Mentor Partnership) opportunity for new teachers in their first three years of teaching. This grant-funded program served 40 new teachers in 2021 and 33 new teachers in 2022, over 60% of whom were St. Cloud State graduates. This program is designed to provide new teachers with a sense of belonging and support, structured reflection opportunities, and opportunities to explore current issues and trends in education.	Pending

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.

- Pipeline program grants – SPED with several districts (Christensen and Valentini), paraprofessional with ISD742 (Peterson)
- Grow Your Own grants – Future Teacher Academy with ISD742 and Buffalo-Montrose-Hanover (Hanzsek-Brill); Mentor camp with ISD742 (Peterson)
- Residency Grant – ISD742
- Noyce Grant – Husky STEM Teacher Scholars (Hanzsek-Brill)

In the 2023-2024 academic year, our teacher education programs underwent program review by PELSB (occurs every three years). This Program Effectiveness Report for Continuing Approval (PERCA), is required to continue operating our programs. Our programs were all approved. We are currently working on developing our programs with the new Standards of Effective Practice

(SEPs) to submit to PELSB as a Request for Initial Program Approval (RIPA). Furthermore, we have worked throughout this academic year to redesign our current SEPs throughout programs to ensure alignment and requirements are met for MinnState's Transfer Pathways.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2024-25 year	• Develop a work plan that ensures culturally sustaining pedagogy and affirmation of all learners are embedded in multiple points in each licensure program. • Develop full battery of instruments for feedback from additional licensure candidates and their employers.
Actions	• Continued discussions with Assessment Committee and Unit faculty to address the drop in candidate confidence to effectively utilize culturally responsive and sustaining practices in their classrooms. • Continued discussions with Assessment Committee and Unit faculty in plans for meaningful stakeholder feedback.
Expected outcomes	• An increase in candidate-reported efficacy in the implementation of culturally responsive teaching and learning practices.
Reflections or comments	The new Minnesota SEPs reflect a broader commitment to educational equity and aim to prepare teachers to meet the evolving needs of Minnesota's diverse student population. This has offered us an intentional opportunity to ensure culturally responsive pedagogical practices are embedded throughout our programs. We are currently reflecting this work in our RIPAs. Furthermore, we are also investigating how to effectively assess cultural responsiveness and efficacy of our candidates throughout their student teaching experience.

	Standard 2
Goals for the 2024-25 year	• Develop additional CPAST supports. • Development and implementation of student teacher support days.
Actions	• Provide professional development opportunities for candidates.
Expected outcomes	• Relevant information and support for candidates during student teaching experiences that address needs for continuous improvement. • Feedback gathered on student teaching experiences, needs, etc.
Reflections or comments	We are currently a part of a PELSB statewide variance for utilizing the CPAST as our teacher performance assessment. This has us reimagining what supports can be developed and implemented for our candidates to ensure we are addressing relevant needs, areas for improvement, and building continued supports throughout their experience.
	Standard 3
Goals for the 2024-25 year	• Implementation of embedded culturally responsive pedagogy throughout each licensure program aligned with Minnesota SEPs. • Conduct two joint meetings with our Designated School Partnership (DSP) district.
Actions	• Make curriculum revisions and realign Standards of Effective Practice to address newly adopted standards and meet state and local expectations. • Maintain collaborative practices and efforts with DSP to schedule and plan meetings.
Expected outcomes	• Alignment and approval of Minnesota SEPs via PELSB's RIPA process. • Insights and plans for emerging goals with DSP for continuous improvement.
Reflections or comments	Programs have been not only redesigning their SEPs for the system's transfer requirements, but are looking to begin updating their programs with the new state SEPs. Minnesota has made a notable effort in ensuring teachers meet the evolving needs of Minnesota's diverse student population in the way of cultural responsiveness.

	We have had one DSP meeting, which included a large discussion around culturally responsive teaching and learning and partnered efforts to meet these needs.
	Standard 4
Goals for the 2024-25 year	• Collaborate with P-12 Partners to connect candidate performance with student learning outcomes. • Continue to explore residency models with area E-12 partners that would reduce candidates' financial burden and provide clinically-based preparation.
Actions	• Collect data related to success of current recruitment and enrollment strategies to analyze with Assessment Committee and Unit faculty. • Continue collaborating with DSP, gathering feedback for continuous improvement, and working together in achieving goals for strengthening the education system.
Expected outcomes	• An emerging development of a cyclical analysis system of data from assessments and stakeholder feedback, quality assurance purposes based on state and national requirements, and a yearly audit system.
Reflections or comments	We are currently working on developing a system within our data warehouse that crosswalks and aligns all data, requirements, and goals for the purpose of continuous improvement initiatives that will inevitably allow us to analyze and make data-driven decisions.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

n/a

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

We are currently developing a Residency Program for our Secondary programs in partnership with a local school district. The redesign and implementation of Minnesota's new SEPs will be going in for submission via a RIPA to PELSB over the next year. We are leading the way in the utilization of the CPAST, which has been made into a pilot opportunity for institutions across the state through a variance approved by PELSB.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

n/a

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Shelby Chollett Director of Assessment, Accreditation, & Research	Dr. Melissa Hanzsek-Brill Dean, College of Education and Learning Design

Date sent to AAQEP:	12/31/2024