

South Dakota

Board of Examiner Report

for Educator Preparation Provider (EPP) approval

SD State Board of Examiners
Team:

Team Chair
Steve Fiechtner, DOE

Team Member
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Accreditation Visit to:

Mount Marty College

Dates:

October 1 – 3, 2017

Type of Visit:

- First
- Continuing
- Combination
- Probation
- Focused

Summary for Educator Preparation Provider (EPP)

Standards		Team Findings	
		Initial	Advanced
1	EPP's Mission, Conceptual Framework, and Responsibility	Met	N/A
2	Preparation of Candidates in Teacher Education	Met	N/A
3	Assessment System and EPP Evaluation	Met	N/A
4	Field Experiences and Clinical Practice	Met	N/A

M = Standard Met

NM = Standard Not Met

NA = Not Applicable

Standard 1

EPP Mission, Conceptual Framework, and Responsibility

Higher education programs for the preparation of education personnel shall operate under a written mission statement. The EPP's statements of goals and program objectives, consistent with the mission statement, shall serve as a basis for decision making regarding policies affecting all of the programs for the preparation of education personnel and shall assure that education graduates are prepared to serve in P-12 schools.

This section sets the context for the visit. It should clearly state the mission of the EPP. It should describe the characteristics of the EPP and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel. This section also provides an overview of the EPP's conceptual framework. The overview should include a brief description of the framework and its development.

Information reported in the institutional report for Standard 1 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the IR that are incorrect.)

EPP Mission	Unacceptable	Acceptable X	Target
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Mount Marty College is a Catholic, Benedictine, coeducational institution of higher learning founded in 1936 by the Sisters of Saint Benedict of Yankton, South Dakota. The college is named in memory of Martin Marty, a Benedictine missionary who came to Dakota Territory in 1876, became the Territory's first Catholic Bishop, and who invited the Benedictine Sisters to establish a religious community in Yankton.

The college functioned as a junior college for women for 15 years; in 1951, it awarded its first Bachelor of Arts and Bachelor of Science degrees. In 1969, the college became coeducational. Associate of Arts degree programs were introduced in 1975 in areas compatible with already existing programs. Graduate study was begun with the first Master of Science degree (Anesthesia) awarded in 1985 and the first Master of Arts degree (Pastoral Ministry) awarded in 1999.

In keeping with the Benedictine tradition, the college exists as a community of learners. Primary emphasis is placed on the development of each person as a complete human being with intellectual competence, professional and personal skills, and a composite of moral, spiritual, and social values. The mission of the College is renewed year by year in the framework of Benedictine tradition, the apostolate of the Catholic Church, the goals of American higher education, and the educational needs of men and women of this region.

As a private college, Mount Marty College determines its general policies and objectives in the context of its original charter, historical development, educational needs of the region, and the professional goals of the entire college staff. The Benedictine Community of Sacred Heart Monastery is the sponsoring agent of the college; the Board of Trustees is the final governing board of the institution.

The mission of the Mount Marty College Teacher Education Department is to prepare high quality teachers. The Department uses a developmental approach within a context of relationships to help students grow in their sense of self and in their ability to serve as competent teachers.

The professional education unit at Mount Marty College is the Teacher Education Department which is included within the Division of Education. The Division of Education is one of five subdivisions in the College's Academic Affairs Division (Business and Social Sciences, Education, Humanities, Natural Sciences, and Nursing). A faculty member chosen by the faculty and the administration serves in the role

of division chair to represent each division. In addition to the majors in teacher education (Elementary Education, Physical Education, Secondary Education, Special Education and School Paraprofessional, A.A.) and a minor in Special Education, the Division of Education also delivers majors in Exercise Wellness (Athletic Training Emphasis or Physical Exercise/Wellness Emphasis) and Recreation Management. Candidates who complete the major in Secondary Education must also complete an academic major from either the Humanities Division (English, History, Music – Education Emphasis) or the Natural Sciences Division (Biology, Chemistry, Math). Candidates completing the Physical Education major (Education Division) must also complete the major in Secondary Education. There is no program to prepare advanced teacher candidates

The Teacher Education Department is an administrative unit within the Division of Education. The Teacher Education Department is currently staffed by four full-time instructors (one of whom also serves as part-time Field Placement Director), adjunct faculty at the Watertown Campus, and part-time adjunct faculty as needed on the Yankton campus. The responsibility of the Teacher Education Program Chair who administers the program is assumed by one of the faculty members and another of the faculty members serves as division chair. They, in addition to the subject area specialists who staff the content area methods courses for secondary education make up the Teacher Education faculty.

Maintenance of the Teacher Education Program is a function and responsibility of the entire College. This interaction is accomplished primarily through the work of the Teacher Education Committee. Its members are the full-time Teacher Education faculty, a representative from the Watertown campus, and one member from each of the content areas (Biology, Chemistry, English, Physical Education, Mathematics, Music, and History). Content area representatives are faculty members who previously have taught at the junior and/or senior high school levels. In December, 2014, the Teacher Education Committee-Watertown was created to better oversee the candidates from the Watertown site. This sub-committee of the Teacher Education Committee consists of two members of the Yankton based committee and a minimum of 2 members of the faculty and staff at the Watertown site.

Elementary Education has been offered as a post-baccalaureate degree-equivalent program while Secondary Education (7-12 and K-12) and Special Education (K-12) have been offered as post-baccalaureate certification-only programs.

Changes to the EPP are:

Due to low enrollment, the unit reports that the music education program will be placed in dormancy;

The evaluation pieces for the clinical experiences have been reviewed and updated with the InTASC standards and the more recent SPA standards;

The HLC/Student Learning Outcomes for the program have been revised and changed from five outcomes to four outcomes. The outcomes utilize the InTASC standards and the four key areas of Learner and Learning, Content, Instructional Practice, and Professional Responsibilities. The Impact on Student Learning is being used as a measurement of the other four outcomes rather than an outcome in and of itself;

Starting in 2016-2017, candidates must pass the Praxis II PLT as a graduation requirement;

Starting in 2013, the EPP required candidates to pass the Core Academic Skills for Educators exams as a program admission requirement;

In 2014, changes were made to the Impact on Student Learning Project, all of the student teacher evaluations, the employer surveys, and alignment between the program outcomes and the assessment tools;

All program outcomes and assessment tools were aligned to the InTASC standards as well as the most current SPA standards;

In 2012, an attempt was made to revive the early childhood endorsement in the hiring of someone with the experience and desire to build that area. Few numbers in the program and a lack of personnel resulted in the endorsement being placed in dormancy;

In 2012, a special education minor was developed that would better fit into the programs of education majors and human service majors;

In 2013, various credit changes in the courses along with some changes in course content occurred;

The EPP combined social studies and science methods together in a three credit course and increased

the math methods to three credits in order to address the math understanding required to teach the Common Core Standards for the Elementary Education major;

In 2014, a subcommittee of the Teacher Education Committee was created with the purpose of reviewing the Watertown applications for student teaching;

In 2015, the EPP changed its policy on student teachers serving as substitute teachers. The new policy allows student teachers to serve as unpaid substitute teachers, provided the student teachers receive a positive one-month evaluation;

In 2015, EPP faculty began to insert classroom management into each methods course;

The Danielson framework and terminology was incorporated into the courses to facilitate the graduates transition to the evaluation system used in South Dakota.

Conceptual Framework	Unacceptable	Acceptable X	Target
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The mission statement of the Teacher Education Department was developed from student, alumni, and faculty input. Students, alumni, and faculty were asked to describe what they thought the values and beliefs of the Mount Marty Education Department were. Their feedback indicated that the EPP was a quality program that was developmental. Candidates, through relationships with the faculty and peers, grew in their sense of self and skills to use in service as teachers. From those concepts the mission statement was crafted.

The mission of the Mount Marty EPP is to prepare high quality teachers. The EPP uses a developmental approach within a context of relationships to help candidates grow in their sense of self and in their ability to serve as competent teachers.

The EPP supports the mission of Mount Marty College and believes:

- in the importance of personal growth and striving to help candidates recognize their own abilities and the potential to grow holistically using the power of self-reflection;
- in purposeful reflection as a means of connecting the theory of coursework with the practice during field experiences;
- in practical field experiences that can move a novice candidate through developmental levels and position them to become expert practitioners in the classroom;
- in guiding and knowing the candidates as individuals and educating them as a community of learners;
- in the importance of service to others and in encouraging and supporting candidates in their ability to make a difference in one child/person at a time, and
- in preparing candidates for the world of work by preparing them to become certified professional educators.

The EPP provides its candidates with a program combining theory with practice and encouraging service to others. They expect candidates to assume more responsibility, accountability, and expertise at every progressive level of the candidate's education as they grow along the novice to expert continuum.

The EPP's goals are:

- To integrate theory and practice by providing multiple and sequential experiences in K-12 classroom settings;
- To help each student grow in his/her sense of self and ability to serve as a teacher;
- To provide the continuity of study and experiences necessary for the development and demonstration of the knowledge and skills of the teaching and learning process.

Outcomes aligned with the Interstate Teacher Assessment and Support Consortium's Core Teaching Standards (InTASC).

- **Student Learning Outcome #1 The Learner and Learning:** Candidates will demonstrate their understanding of learners and learning; candidates will acquire new knowledge and skills, the varying development patterns of students, the unique differences learners bring to learning contexts, and the characteristics of environments that foster learning.
- **Student Learning Outcome #2 Content:** Candidates will demonstrate subject matter competency: a deep and flexible competency that allows them to make content meaningful with learners by helping learners access information, apply knowledge, and make connections with their encapsulating worlds.
- **Student Learning Outcome #3 Instructional Practice:** Candidates will demonstrate their understanding of assessment and ability to integrate and coordinate assessment, planning, and instructional strategies in effective and engaging ways, from objective setting and standard alignment to lesson design and the implementation and analysis/interpretation of assessment.
- **Student Learning Outcome #4 Professional Responsibility:** Candidates will demonstrate their understanding and knowledge of the importance of engaging in meaningful and intensive professional learning/development opportunities, professional collaboration, and self-renewal in terms of creating supportive and productive learning environments.

The three goals of the EPP have become the cornerstones of a three-dimensional assessment system that is used to monitor candidate performance and to manage and improve the EPP. The first dimension (Unit Operations) is based on Goal #1 Integration of Theory and Practice, the second dimension (Professional Characteristics) is based on Goal #2 Growth in Sense of Self/Service, and the third dimension (Candidate Performance) is based on Goal #3 Candidate Knowledge and Skills, which also includes the four HLC Student Learning Outcomes (SLOs) of the program.

It does not appear the EPP had made any changes to the Conceptual Framework since the last visit.

Summary of Strengths:

Areas for Improvement: N/A

Rationale: N/A

Recommendation: Standard Met

Corrections to the Institutional Report:

Standard 2

Preparation of Candidates in Teacher Education

The EPP shall print and distribute a policy with specific admission standards and procedures that govern student recruitment and acceptance into the preparation programs. The EPP shall provide written verification that candidates are informed about state laws and rules that govern the issuance of certificates for educational personnel.

The EPP shall prepare candidates to work in a school as a teacher, administrator or school service specialist. These candidates must know and demonstrate the content, pedagogical, and professional knowledge and skills necessary to help all students learn. Assessments shall be given to the candidate to ensure the candidate meets professional, state, and EPP standards.

Information reported in the institutional report for Standard 2 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the IR that are incorrect.)

Candidate Knowledge and Skills	Unacceptable	Acceptable X	Target
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Teacher Education Department Admission Criteria

Candidates must meet the following criteria:

1. Successful completion (a grade of “C” or above) of EDN 150, 214 or 216 or 218, 233 or 234, ENG 103, ENG 104, STH 130, and MTH 125, MTH 150 or a higher level math course or a demonstration of competency for any of the above courses with an approved department substitution/waiver; post-baccalaureate candidates need only meet this criterion for the education courses.
2. A minimum grade of “C” in any course used to fulfill major, minor, or required-related EPP requirements,
3. Completion of the Praxis Core Academic Skills for Educators Tests with minimum scores of 156 in Reading, 150 in Mathematics, and 162 in Writing.
4. Evidence of academic proficiency at a GPA of 2.6 or above in the education major, a 2.6 in the academic major (for the elementary education major, this includes all of the required related courses; for the secondary education major, this is the content major), and a 2.5 cumulative GPA. Candidates who receive grades of “C” may want to consider retaking those courses in order to raise the respective GPAs if necessary.
5. Recommendations from two (2) faculty members who have taught the applicant in a postsecondary college-level course indicating that the candidate has exhibited professional characteristics requisite to teaching as determined by the EPP. At least one of these recommendations must be from a EPP faculty member.
6. Essays describing the reasons for choosing the teaching profession and goals/plans for becoming a teacher.
7. Completion of application forms including a disclosure form for criminal conduct.

Pass Rates on Content Licensure Tests for Initial and Advanced Teacher Preparation For 2013-16

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all programs)	Praxis II Specialty Area Exams	78	100%
Elementary Education (K – 8) (43 and 2 post baccalaureate completers)	Praxis II #5014 or #5018 Elementary Education: Content Knowledge	45	100%
Secondary Education for 7-12 Biology (1)	Praxis II # 5235 Biology: Content Knowledge	1	100%
Secondary Education for 7-12 Chemistry (1)	Praxis II # 5245 Chemistry Content Knowledge	1	100%
Secondary Education for 7-12 English (1)	Praxis II #5038 English Language Arts: Content Knowledge	1	100%
Secondary Education for 7-12 History (4)	Praxis II #5941 World/US History: Content Knowledge	4	100%
Secondary Education for 7-12 Mathematics (5)	Praxis II #0061 Mathematics: Content Knowledge	1	100%
	Praxis II #5161 Mathematics: Content Knowledge	4	100%
	Praxis II #5169 Middle School Math	3	100%
Secondary Education for K- 12 Music (Vocal & Instrumental)	NA	NA	NA
Secondary Education for K- 12 Physical Education (7)	Praxis II #5091 PE: Content Knowledge	7	100%
Special Education K – 12 (14 double majors)	Praxis II #5354 Special Education: Core Knowledge and Applications	14	100%

The EPP achieved a 100% pass rate as evidenced in the table above for 2013-2016. The data indicate that the candidates have mastered the content knowledge they will be teaching by the time they complete their preparation program.

Pass Rates on Pedagogical Tests for Initial and Advanced Teacher Preparation For 2013-2016

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all programs)	Praxis II Principles of Learning and Teaching (PLT) Exams	64	100%
Elementary Education (K – 8) (43 and 2 post baccalaureate completers)	Praxis II #5622 PLT K-6	45	100%
Secondary Education for 7-12 Biology (1)	Praxis II # 5624 PLT 7 -12	1	100%
Secondary Education for 7-12 Chemistry (1)	Praxis II # 5624 PLT 7 -12	1	100%
Secondary Education for 7-12 English (1)	Praxis II # 5624 PLT 7 -12	1	100%
Secondary Education for 7-12 History (4)	Praxis II # 5624 PLT 7 -12	4	100%
Secondary Education for 7-12 Mathematics (5)	Praxis II # 5624 PLT 7 -12	5	100%

Secondary Education for K- 12 Music (Vocal & Instrumental)	NA	NA	NA
Secondary Education for K- 12 Physical Education (7)	Praxis II # 5624 PLT 7 -12	7	100%
Special Education (K – 12)	Praxis II #5622 PLT K-6 or Praxis II # 5624 PLT 7-12	14	100%

The EPP achieved a 100% pass rate as evidenced in the table above reports for 2013-2016. The data reported for each program indicate that initial candidates have mastered the pedagogical knowledge for the age/grade span that they will be teaching by the time they complete their preparation program.

The data from assessments documented in specific content-area program reports, Praxis II PLT scores, Student Teacher Evaluations by cooperating teachers indicate that initial candidates understand how learners grow and develop, ensure inclusive learning environments that enable learners to meet high standards, and work with others to create environments that support individual and collaborative learning, encourage positive social interactions, and provide active engagement in learning and self-motivation.

The data from assessments documented in specific content-area program reports, Praxis II content exams, content-area course grades, Student Teacher Evaluations completed by cooperating teachers, and First Year Teacher Employer Surveys demonstrate that initial candidates teach and create learning experiences that make the content accessible and meaningful to learners, and understand how to connect concepts to engage learners in critical and creative thinking.

The data from assessments documented in specific content-area program reports, Praxis II PLT scores, Student Teacher Evaluations completed by cooperating teachers, and from First Year Teacher Employer Surveys indicate that initial candidates engage in ongoing professional learning, continually evaluate their practice, adapt practice to meet the needs of each learner, and seek appropriate leadership roles, assume responsibility for student learning, and collaborate with others to ensure learner growth, and advance the profession.

The data from First Year Teacher Employer Surveys and the Impact on Student Learning assessment indicate that candidates were able to help all students learn during their student teaching and during their first year of teaching. The overall return rate of surveys sent to employers during the years of 2013-2014 and 2014-2015 was 47%. The total return rate for the Yankton campus was 74% and the Watertown campus was 12%.

Summary of Strengths:

Areas for Improvement: N/A

Rationale: N/A

Recommendation: Standard Met

Corrections to the Institutional Report:

Standard 3

Assessment System and EPP Evaluation

The EPP shall develop an assessment system with its professional community that reflects its conceptual framework and professional and state standards. The EPP's system shall include a comprehensive and integrated set of evaluation measures that shall be used to monitor candidate performance and to manage and improve programs. Decisions about candidate performance shall be based on assessments conducted during admission into programs, at appropriate transition points, and at program completion. The EPP shall take effective steps to eliminate sources of bias in performance assessments and work to establish fair, accurate, and consistent assessments.

The EPP shall regularly and systematically compile, summarize, and analyze data, which shall be used to improve applicant qualifications, candidate and graduate proficiency, and program quality.

The EPP shall regularly and systematically use data, including candidate and other school personnel performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The EPP shall analyze program evaluation and performance assessment data and initiate changes if necessary. The EPP shall regularly share candidate and faculty assessment data with candidates and faculty to help them reflect on and improve their performance.

Information reported in the institutional report for Standard 3 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the IR that are incorrect.)

Assessment System	Unacceptable	Acceptable X	Target
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The Teacher Education Department at Mount Marty College has been engaged in formalized assessment processes for a number of years. Each program/major has identified student learning outcomes (SLOs) and the means of program assessment and criteria for success on those assessment measures. The SLOs for the Teacher Education Department's programs/majors (Elementary Education, Physical Education, Secondary Education, Special Education) are inclusive of state and professional standards, and the multiple assessments for each SLO are selected/designed to measure candidate performance. Over the past several years, the MMC Education Department has focused on aligning key assessments to the InTASC Standards and to the Specialized Professional Association (SPA) standards. The MMC Education Department's conceptual framework of novice to expert is also reflected in the Performance Level Framework, a measurement tool which is utilized with their key assessments. The key assessments used are the **Praxis Content exam, Content Course grades, Evaluations of Student Teaching, Impact on Student Learning, Praxis PLT (Pedagogy), and First Year Employer Survey.**

Evaluation of these assessments is ongoing and integrated with the development and revision of the assessments as they are aligned to standards. Feedback from faculty and college supervisors as well as from the cooperating teachers is also used to make revisions to these assessments. There are three strong elements in the conceptual framework of the program: integration of theory and practice, the importance of being a reflective practitioner, and the developmental nature of moving from novice to expert in the teaching profession. The integration of theory and practice is assessed through the field experiences; the importance of being a reflective practitioner is demonstrated in the required journals at every level of the field experiences; the developmental nature of the candidate is reflected in the performance level requirement changes as the student progresses through the program.

During the 2013-14 year, an advisory council of teachers and administrators was assembled with the purpose of gaining information on what first year teachers should know, be, and do. The outcome of this council

affirmed that what the educator preparation program was currently doing and assessing was appropriate and effective. The group council determined the number one take-away from the administrators was that the new teacher be able to build positive relationships (this aligns with the mission and goals of the MMC Education Program). The number one take-away indicated by the practitioners was that the preparation program should provide multiple and varied experiences.

Different student assessments are used at each Transition Point and the student's results of these assessments is analyzed prior to the student advancing. These transition points and assessments are indicated in the chart below.

Assessment System: Transition Points

Program	Admission/Advising	Entry to Clinical Practice	Exit from Clinical Practice	Program Completion	After Program Completion
Elementary Education Secondary Education -English -History -Chemistry -Biology -Mus(dormant) -Math -Physical Education Special Education	-Grades of C or above in specified courses -GPA of 2.6 in content and education; 2.5 cumulative GPA -Passing CORE score -Field placement success -Faculty recommendations -Disclosure on criminal convictions -Essays describing why the teaching profession is for them and goals/plans for becoming a teacher	-Acceptance into ed. program -Content/ed. 2,75 GPA; 2.5 cum. GPA -Practicum/course success (100 hours) -Faculty recommendations -Disclosure/background check on criminal convictions -PRAXIS content exam -liability coverage	-Demonstrate competency InTASC and SPA Standards (student teaching evaluations) -Demonstrate ability to collect, analyze, report student learning outcome data student learning, evaluate/reflect on teaching practices -Demonstrate ability to set, implement, assess job targets to improve performance -Demonstrate Professional Characteristics	-Successful completion of coursework, field experiences, PRAXIS content and PLT -Maintain 2.75 GPA in education and content; 2.5 cumulative GPA	Eligibility for Certification -Employment - 1st Year Graduate Survey - 1st Year Employer Survey

At the College level, feedback is provided to the unit on the annual HLC/SLO assessment reports by faculty members of the MMC Assessment Committee. This feedback either indicates acceptance/approval or the program assessment is improved further. No changes in the assessment reporting of the department have been indicated by this feedback from the Assessment Committee.

Data Collection, Analysis, and Evaluation	Unacceptable	Acceptable X	Target
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The MMC education department has a complete and comprehensive assessment system utilizing Excel and Word files. The Chair of the Teacher Education Program gathers the data and puts it into the system utilizing an assessment grid. The teacher education department faculty analyzes the data on a regular basis and makes recommendations.

A timeline for data collection and analysis is listed below.

Timeline for Collection and Analysis of Assessments

Assessment	When administered/collected	When analyzed
Field Experience evaluation	Every semester	End of semester
Practicum evaluation	Every semester	End of semester
Student Teaching evaluation	Every semester	End of semester
Cooperating Teacher evaluation of program	Every semester	End of semester
Supervision Observation	Every semester	End of semester
Grades	Every semester	End of semester
Impact Project	Every semester	End of semester
PLT and Praxis content exams	Every semester	Annually
Graduate follow-up	Spring semester	Spring semester
Employer survey	Spring semester	Spring semester
Recommendation to teacher ed	Every semester	
Recommendation for Student teaching	Every semester	Every semester

Use of Data for Program Improvement	Unacceptable	Acceptable X	Target
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The Teacher Education Department meets weekly at which time assessment data is reviewed and the question of how the program can be improved is discussed. Because the department is relatively small, the loop between feedback and program delivery is contiguous. In the last few years, the department has worked to align their HLC assessment with the assessments necessary to make changes in courses, programs, and clinical experiences.

Ratings and comments from the course evaluations that students complete each semester are used by individual faculty to reflect on and improve the courses they teach. Teacher Education faculty also directly observe candidates during their student teaching experience and are able to make appropriate changes to the courses they teach. Ratings and feedback from assessments are considered at the transition points to make decisions about progression in and satisfactory completion of the Teacher Education program. Ratings of candidates by different evaluators at multiple transition points are aggregated to show personal growth of individual candidates. Ratings of candidate performance on multiple assessments by different evaluators at multiple transition points are also aggregated and disaggregated to show demonstration of candidate competency in the SLOs and the individual candidate proficiencies.

The assessment data of the performance of the MMC candidates and graduates indicate an overall high level of achievement and mastery of the applicable content knowledge, professional and pedagogical knowledge and skills, and effect on student learning. Additionally, the evidence reported by employers of graduates reinforces the evidence of the competency and effectiveness of the candidates who graduate from the MMC Teacher Education Program and become practicing teachers. Given the limited number of graduates in most programs and the transitional nature of the requirements for certification, the analysis of this assessment data does not yet warrant many specific, substantive changes in the programs.

Some of the data-driven changes in the EPP are: the department has changed the requirement of the PRAXIS content tests from having “taken” the test to having “passed” the test as a requirement of the senior seminar. Time is spent in seminar helping the students plan their study and preparation strategies. In addition, the department has changed all of their syllabi, coursework, and assessments to align with the InTASC standards rather than the INTASC standards. The faculty has incorporated the Danielson framework vocabulary into the curriculum and has revised the curriculum to include adolescent psychology. A policy change has increased the credit hours for the Elementary Education Math Methods course from 1.5 to 3 credits to help address the gap in math understanding.

Summary of Strengths: Small number of faculty has frequent opportunities to monitor data regularly and also know students individually and keep abreast of their progress. This is done regularly by the MMC faculty and the student/teacher relationships are strong and positive.

Areas for Improvement: N/A

Rationale: N/A

Recommendation: Standard Met

Corrections to the Institutional Report:

Field Experiences and Clinical Practice

The EPP and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills, necessary to help all students learn.

In this section the EPP must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.

Information reported in the institutional report for Standard 4 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the IR that are incorrect.)

Collaboration Between EPP and School Partners	Unacceptable	Acceptable X	Target
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The Teacher Education Department partners with both private and public schools. School administrators, cooperating teachers, and the students and their families in those school districts are critical partners in the field experience component of the teacher education program. Formal agreements are jointly developed and entered into with the school districts. While it is more difficult to involve critical stakeholders in decisive roles in the design phase of the field experience component, their feedback during the delivery and evaluation phases is highly valued. The Teacher Education Department continues to use the evaluation of its field and clinical experiences to gather feedback about the design and delivery of this component of the teacher education program. For example, the Department has received resoundingly positive feedback about having the student teachers start their full semester student teaching experience in August before the students' first day of school. A formalized placement request process that honors hosting school district policy and procedures is in place at MMC. Documentation and interviews confirmed this collaboration.

As previously indicated in Standard 3, during the 2013-14 year, an advisory council of teachers and administrators was assembled with the purpose of gaining information on what first year teachers should know, be, and do. The outcome of this council affirmed that what the educator preparation program was currently doing and assessing was appropriate and effective. The group determined the number one take-away from the administrators being that the new teacher be able to build positive relationships (aligns with the mission and goals of the MMC Education Program). The number one take-away indicated by the practitioners was that the preparation program should provide multiple and varied experiences. Onsite interviews confirmed the outcomes of this advisory council.

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice	Unacceptable	Acceptable X	Target
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Applicants must meet the following criteria to be admitted into student teaching:

- Prior acceptance into the Teacher Education Department;
- At least a 2.5 cumulative GPA; and 2.75 GPA in the education major and in the academic major with neither category falling below a 2.6;
- 100 hours interacting/working with students whose ages fall within the desired certification level;
- Recommendations from three (3) faculty members indicating that the applicant is sufficiently prepared

in the teaching area and has exhibited professional characteristics requisite to teaching as determined by the Teacher Education Department;

- Successful completion of field experiences and methods courses for the major prior to student teaching;
- Two semesters in the department prior to the student teaching experience;

The chart below indicates the time required for the field experiences and clinical practice.

Field Experiences and Clinical Practice

Program	Field Experiences	Clinical Practice	Total Number of Weeks or Hours
Elementary Education Secondary Education Special Education	<p><i>EDN 150 Orientation to Teaching</i> -1-3 observations at 4 levels in multiple sites/classrooms</p> <p><i>EDN 214-218 Field Experience</i> - 20 contact hours assisting/tutoring in same classroom</p> <p><i>EDN 314-318 Practicum</i> – 8-10 full days in the same classroom with some teaching of lessons as directed by cooperating teacher</p> <p><i>SPE 220 Field Experience in Special Education and SPE 320 Practicum in Special Education are optional, additional field experiences</i></p>	<p><i>EDN 454/455/456/457 or SPE 460 Student Teaching</i> - 12-15 weeks for each placement in same classroom or multiple sites/classrooms for split placements</p> <p>- Candidates with double majors complete 2 separate 12 and 14 week placements</p>	<p>Approximately 700 hours for a candidate with a single major and full semester of student teaching</p> <p>Approximately 1,100 hours for a candidate with a double major and one 12-week and one 14-week student teaching experiences</p>

Cooperating teachers are asked to give students written and oral feedback on daily planning and instruction throughout the semester. In addition, cooperating teachers participate in a structured formative evaluation process by completing the following series of evaluations of the student teacher's performance in the classroom: (1) an evaluation at the end of the first month of student teaching, (2) a formative evaluation at midterm using the prescribed form, (3) an evaluation of the first fulltime week of student teaching, and (4) a summative evaluation at the end of the semester using the prescribed forms. Documentation and interviews confirmed the usage of these documents for providing feedback.

The mentoring and guidance that student teachers receive from their cooperating teachers during the student teaching experience is enhanced by the frequent and expert supervision of the MMC teacher education faculty. The college supervisor visits the student teacher to observe and/or conference on a bi-weekly basis. Supervisors

provide feedback on the student teacher's progress toward attaining job targets and meeting the objectives for student teaching.

Teacher Education faculty believe that it is valuable to bring students back to campus on a biweekly basis during their student teaching experiences to talk about issues such as theory to practice and the Impact on Student Learning assignment. Interviews with faculty and student teachers confirmed the value of these biweekly sessions.

The student teaching experience is graded as Pass/Fail and in order to receive the credits as passing, candidates must successfully complete the student teaching experience by meeting the objectives below, including satisfactory performance on the required assessments.

- Each student teacher will demonstrate competence in the recognized standards of the Interstate New Teacher Assessment and Support Consortium (InTASC), standards of the Specialized Professional Associations (SPAs), and other program standards as adopted by the state of South Dakota and as applicable to their education major;
- Each student teacher will demonstrate the ability to collect, analyze, and report data on student learning outcomes and to evaluate/reflect on their emerging teaching practices;
- Each student teacher will demonstrate the ability to set, implement, and assess job targets to improve his or her own performance and will complete weekly calendars of teaching schedules, lesson plans, and reflective journals;
- Each student teacher will demonstrate professional characteristics as defined in the student teaching handbook, the Mount Marty College student handbook, and the handbooks of the respective schools in which they student teach as well as the South Dakota Code of Ethics for Teachers.

Education faculty who supervise student teachers conduct a pre-visit conference with individual cooperating teachers and student teachers prior to the beginning of the placement. An informational packet that includes MMC expectations for cooperating teachers and an introduction to the Novice to Expert model for student teaching is provided and discussed at these conferences. Interviews and documentation confirmed this.

Summary of Strengths: The value of the biweekly seminar was expressed multiple times during interviews. Frequent classroom visitations of student teachers by the faculty are done, mostly due to a manageable number of student teachers. This ongoing feedback is conducive to the growth of the student teachers. Relationships with candidates, faculty, and school staff are very strong.

Areas for Improvement: N/A

Rationale: N/A

Recommendation: Standard Met

Corrections to the Institutional Report: