

SOUTH DAKOTA BOARD OF REGENTS

Committee on Academic and Student Affairs

AGENDA ITEM: III – C

DATE: March 28-29, 2012

SUBJECT: 2010-2011 Teacher Education Accountability Report

Given their social, cultural, and economic importance, teacher education units are held to a high standard of accountability. South Dakota's schools of education face pressures from state and federal governments, independent accrediting agencies, and the public at large to demonstrate their effectiveness in preparing highly qualified P-12 teachers. Consequently, the annual *Teacher Education Accountability Report* provides a data-driven snapshot of the five teacher education units in the Regental system with respect to an array of performance measures. Attachment I (*Executive Summary*) reviews the key observations from this year's analysis, while Attachment II (*Full Report*) presents a detailed examination of relevant indicators.

RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Information only.

Executive Summary

The schools of education at Black Hills State University, Dakota State University, Northern State University, South Dakota State University, and the University of South Dakota hold primary responsibility for the preparation of the state's teaching labor force. These units are tasked with ensuring that teachers prepared at our public institutions have the content knowledge and pedagogical skills that are necessary for success in P-12 classrooms. The *2010-2011 Teacher Education Accountability Report* compiles unit, program, and candidate data into one combined report to increase the transparency of these education units. Overall, the content of this report is structured around two main areas of interest:

- 1) Outcomes of unit- and program-level review efforts by national and state bodies, and
- 2) Indicators of the preparation and performance of program candidates and graduates.

As presented in the proceeding pages, key observations from this year's *Teacher Education Accountability Report* include:

NCATE and SDDOE Unit Review

- The state's five teacher education divisions are subject to periodic "unit" (comprehensive) review by two bodies: the *National Council for Accreditation of Teacher Education* (NCATE) and the *South Dakota Department of Education* (SDDOE). Unit review is based on an extensive performance standard framework that has been jointly adopted by these two bodies. Because unit reviews are conducted on a staggered seven-year cycle, only BHSU completed a unit review during the 2010-2011 academic year. All five units currently hold full accreditation/approval as a result of their most recent unit reviews.
- The South Dakota Department of Education (SDDOE) also evaluates the state's teacher education units with respect to performance criteria laid out in the federal Higher Education Act (HEA Title II). These reviews are conducted on an annual basis and are grounded in a brief series of performance criteria. All five Regental units met 100.0% of these performance criteria during their most recent evaluations.¹

SDDOE Program Review

- Program review (i.e., the evaluation of specific teacher education tracks within a given education unit) occurs as a preliminary step in the overarching unit review process. Program reviews are conducted by SDDOE (or in some cases, national reviewing agencies) using professional standards stipulated in ARSD 23:53. Both BHSU and USD successfully completed their cyclical program reviews during the 2010-2011 academic year.

¹ SDDOE Title II unit reviews are conducted using lagged data. The most recent reviews were conducted in 2009-2010.

Teacher Education Candidates: Programs and Completions

- Teacher education “candidates” include those students who have been formally admitted to a teacher education program at a Regental institution. Among all undergraduate teacher education candidates in 2010-2011, elementary education (n=484), special education (n=152), history (n=122), physical education (n=102), and music (n=94) represented the five largest program areas. A total of 67 candidates were enrolled in undergraduate alternative certification programs during 2010-2011.
- Overall, BHSU (n=395; 27.5%) was the largest enroller of undergraduate teacher education candidates.
- According to the most recent data reported by SDDOE to the federal government, the number of “completers” (those graduating from a teacher education program) rose 3.1% from 2008-2009 (n=482) to 2009-2010 (n=497).

Teacher Education Candidates: Academic Preparation and Performance

- Candidates applying for initial certification in the state of South Dakota are required by ARSD 24:15:02:08 to meet qualifying scores on the appropriate 1) *Praxis II Subject Assessment(s)* and 2) *Praxis II Principles of Learning and Teaching (PLT) Test(s)* as determined by their intended professional area(s). For candidates enrolled in 2010-2011, the system-wide cumulative pass rate for these qualifying exams was 98.4%. Pass rates were relatively even across most exams and institutions. Over the last five years, the system-wide cumulative pass rate has held steadily at or near this level.
- All degree-seeking Regental undergraduates are required by *BOR Policy 2:28* to sit for and meet qualifying scores on the *Collegiate Assessment of Academic Proficiency (CAAP)*, SDBOR’s primary assessment of academic proficiency. Analysis of 2010-2011 CAAP data suggests that teacher education candidates tended to perform at least as well as the general student population on this assessment. In fact, teacher education candidates produced slightly higher pass rates (when compared to all other students) on all four CAAP subtests.² Candidates’ mean scores exceeded those of the comparison group on two of the four subtests (mathematics, writing skills).
- Analysis of the same dataset used for the CAAP comparison found that the ACT scores of teacher education candidates are roughly representative of the broader student body. As a group, teacher education candidates scored marginally lower than the general population on all four ACT subtests. However, the difference in composite ACT scores for these groups was not statistically significant. Over the last five years, the composite ACT scores of candidates and non-candidates have diverged by an average of only two-tenths of one point.

² The four CAAP subtests are *writing skills, mathematics, reading, and science reasoning*.

Full Report

This report pursues two primary goals: 1) demonstrating Regental teacher education program compliance with federal, state, and accreditation agency requirements; and 2) assuring that programs produce students able to support P-12 learning in South Dakota. The report is organized accordingly. First, the report presents an overview of the performance of Regental institutions in various national (NCATE) and state (SDDOE) review efforts. Second, the report summarizes the state's population of current teacher education candidates and recent completers, and follows with an examination of these individuals' outcomes on a series of standardized assessments. Preliminary to these sections, the report begins with a brief review of the state's recent teacher education policy initiatives.

Background: System-Level Teacher Education Initiatives

At its annual retreat in 2006, the Board of Regents commissioned a system-wide review of programs in teacher education. The main goal of this review was to align the state's teacher education programs with 1) the needs of P-12 schools and 2) the expectations of state leaders that the mission of the university system be met. Consequently, the review involved program and university representatives, as well as leaders from state government. The recommendations from the system-wide review were presented at the May 2007 Board of Regents meeting, and the Board asked that plans to address these recommendations be developed and implemented. The deans responsible for the teacher education programs and the Education Discipline Council (EDC) developed a series of action steps that followed from the four areas that were included in the report: technology, partnerships, recruitment, and assessment. The EDC has continued to use these recommendations to guide the development of its goals, and a number of the activities of the EDC follow directly from this.

One of the critical issues identified by the system-wide review was the need to prepare candidates to teach in a technology-rich environment. At the start of the 2008-2009 academic year, the Board of Regents aggressively pursued a system-wide mobile computing initiative. Steps were taken prior to the start of the academic year to provide teacher education faculty with training for implementation in practicum-level courses; however, progress was interrupted as campuses struggled to obtain computer hardware (i.e., acquiring Gateway computers through the state bidding process). During its December 2008 meeting, the Board deferred action on the system-wide initiative, asking that institutional leadership aggressively pursue a ubiquitous computing environment. A per credit hour fee was approved in April 2009, with a portion devoted to the ongoing professional development activities of faculty in teacher education and related content fields. BHSU and NSU both secured performance-based funds to expand pilot programs on their campuses. Additional professional development activities were made available to faculty at the three other institutions, and the infrastructure necessary for managing the ubiquitous environment was finalized prior to the start of the 2009-2010 academic year. Campuses are now well positioned to integrate technology into the teaching and learning process as wireless capacity has been expanded. A system-wide survey was developed and administered in Fall 2010 to collect user feedback on the Regental mobile computing initiative. The results of this survey were presented to the Board of Regents in May 2011.

A second issue the EDC elected to address was the need to increase the number of teacher candidates and graduates in high-need areas. The EDC had been monitoring four content areas (math, science, special education, and speech), but further expanded this list to address nine additional subject areas defined by the US Department of Education as high-need areas: 1) Art; 2) Career and Technical Education; 3) English as a New Language; 4) Health; 5) Music; 6) Physical Education; 7) Social Science; 8) Language Arts; and 9) World Languages. Starting in the 2008-2009 academic year, those students applying to one of the six Regental institutions were asked to indicate their interest in using their degree to pursue a career in education. Using this flag, teacher education programs now have the capacity to identify undergraduate candidates who have expressed an interest in teaching as they enter the system rather than waiting until they are formally admitted into the program. Campus personnel have begun to assimilate data from these students in their yearly recruitment efforts. The data are also useful in meeting reporting requirements for NCATE and the Higher Education Reauthorization Act which require institutions to track the outcomes of interested students.

Finally, another of the major areas of concern noted in the system-wide review is the continued difficulty faced by South Dakota's school districts in attracting candidates in high-demand areas; some rural districts are, in fact, unable to attract qualified applicants for *any* teaching positions. A common approach for addressing this challenge has been to offer online opportunities for place-bound students. In response, the EDC collaborated to develop a secondary education certification program for distance delivery that included a common set of course requirements. The program was approved by the Board of Regents in December 2008, and a series of steps was undertaken with the SD Department of Education, SD Associated School Boards, and the Regental Electronic University Consortium to aggressively market and advertise the program. *TEACH Grants* also are being used to provide tuition assistance to participants in such fields as mathematics, science, and special education. *TEACH Grants* of up to \$4,000 are available to students in hard-to-staff fields who agree to complete a four-year teaching service obligation at a school that serves low-income students. Altogether, 159 undergraduate and graduate students received a *TEACH Grant* in 2010-2011, totaling \$554,034 in grant support. A majority of these students were enrolled at BHSU (n=83) or NSU (n=63). The most common majors among these recipients were elementary/special education (n=58), mathematics education (n=20), and music education (n=15).

Unit Review: NCATE and SDDOE

SDBOR's five teacher education divisions are subject to "unit" (comprehensive) review by two accrediting/approving bodies: the *National Council for Accreditation of Teacher Education* (NCATE) and the *South Dakota Department of Education* (SDDOE). The first, NCATE, is a USDOE-recognized accrediting body for teacher education units that prepare teachers and other professional personnel for work in elementary and secondary schools. As a voluntary quality assurance mechanism, NCATE accreditation requires institutions to demonstrate adequate performance along a number of performance standards.³ Second, ARSD 24:53:02:01 requires teacher education units to undergo periodic examination and approval by SDDOE, also under a performance standard system. NCATE and SDDOE currently maintain a partnership agreement whereby the above unit reviews are conducted jointly in an effort to reduce costs associated with the review process. While the overall unit review process is streamlined by this partnership, certain substantive and procedural aspects of the review protocol remain somewhat separate.

³ NCATE periodically revises its unit standards to ensure that they reflect current and empirically-supported content.

The unit review process for the state’s teacher education units is delineated in the *South Dakota / NCATE Partnership Protocol for Initial/Continuing/Probation Reviews* document, as well SDDOE’s *Unit and Program Approval Review Handbook*. Every seven years, each accreditation/approval-seeking institution is asked to complete a comprehensive self-study that includes: a summary of the unit’s mission, structures, and programs; an overview of the unit’s conceptual framework; and a description of the unit’s efforts to satisfy each NCATE unit standard.⁴ On-site review teams, consisting of representatives from the NCATE Board of Examiners and the SDDOE Board of Examiners, are responsible for reviewing the self-study and ensuring that programs meet all established standards. Once the review team arrives on-site, team members rely on a range of information sources (including formal documentation, assessment data, and interviews) to verify standard compliance as asserted in the self-study.

Once the on-site review is complete, the review team makes written recommendations with respect to each standard. The NCATE BOE Report offers a preliminary decision for each standard, whereby each standard is judged to be either “met” or “not met.” Whether met or not met, standards may also receive “areas for improvement” notation by the review team.⁵ Units are given an opportunity to offer a rejoinder to the review team’s recommendations to clarify potential areas of misunderstanding. The NCATE BOE Report and subsequent rejoinders are submitted to the NCATE Unit Accreditation Board which then issues an accreditation decision. State representatives on the NCATE/SDDOE review team author their own preliminary report with respect to the six performance standards, to which the unit is similarly allowed to offer a rejoinder. The state’s report also considers evidence from a preceding program review (discussed below). Responsibility for final SDDOE approval rests with the state Board of Education. For both NCATE accreditation and SDDOE approval, units must meet all six standards to receive continuing accreditation. All Regental institutions were successfully reaccredited (NCATE) or reapproved (SDDOE) during their most recent unit reviews (see Table 1); most recently, BHSU successfully completed an NCATE/SDDOE unit review in 2011.

Table 1
Most Recent NCATE/SDDOE Unit Review: Standards Meeting Review Guidelines

NCATE Standard	BHSU (2011)	DSU (2009)	NSU (2006)	SDSU (2004)	USD (2004)
1. <i>Candidate Knowledge, Skills & Disposition</i>	Met	Met	Met	Met	Met
2. <i>Assessment system & Unit Evaluation</i>	Met	Met	Met	Met	Met
3. <i>Field Experience and Clinical Practice</i>	Met	Met	Met	Met	Met
4. <i>Diversity</i>	Met	Met	Met	Met	Met
5. <i>Faculty Qualifications, Perf. & Development</i>	Met	Met	Met	Met	Met
6. <i>Unit Governance & Resources</i>	Met	Met	Met	Met	Met

In addition to evaluating units’ compliance with these broad performance standards, NCATE/SDDOE review teams also consider units’ performance with respect to specific “elements” *within* each standard. For instance, “Standard 1: Candidate Knowledge, Skills and Professional Dispositions” includes seven specific elements for evaluation, all of which are evaluated separately by the review team. Currently, NCATE’s six unit standards contain a total of 28 individual elements.⁶ Performance on each element is assessed by the review team and is

⁴ NCATE unit standards serve as the evaluative basis for both NCATE accreditation and SDDOE approval.

⁵ “Areas for Improvement” are discussed in greater detail below.

⁶ Appendix A provides a current list of NCATE’s 28 standard elements. It should be noted that the list shown in Table 2 contains an element (5e) that was recently eliminated by NCATE.

given an “unacceptable,” “acceptable,” or “target” rating. The review team may also raise specific *Areas for Improvement*, which are formal recommendations for improving the unit with respect to a particular element. Table 2 summarizes the areas for improvement noted by review teams during BOR institutions’ most recent site visits. Regental units have tended to receive two to eight such recommendations over this span, though BHSU received zero in its most recent review (2011).⁷ Specific recommendations for each unit, as well as the units’ initial responses to these recommendations, are available in Appendix B.

Table 2

Most Recent NCATE/SDDOE Unit Review: Elements With Recommended Areas for Improvement

NCATE Standard	BHSU (2011)	DSU (2009)	NSU (2006)	SDSU (2004)	USD (2004)
1. Candidate Knowledge, Skills and Disposition					
a. Content knowledge for teacher candidates					
b. Content knowledge for other professional school personnel					
c. Pedagogical content knowledge for teacher candidates				X	
d. Professional/pedagogical knowledge/skills for candidates				X	
e. Professional knowledge and skills for other school personnel					
f. Dispositions for all candidates			X		
g. Student learning for teacher candidates					
2. Assessment System and Unit Evaluation					
a. Assessment system					
b. Data collection, analysis, and evaluation			X		X
c. Use of data for program improvement					
3. Field Experience and Clinical Practice					
a. Collaboration between unit and school partners				X	
b. Design and implementation of field experiences/clinical practice					
c. Candidates’ development and demonstration of knowledge, skills, and dispositions to help all students learn			X		
4. Diversity					
a. Design and implementation of curriculum and experiences					
b. Experiences working with diverse faculty		X	X	X	X
c. Experiences working with diverse candidates		X	X	X	
d. Experiences working with diverse students in P-12 schools			X		X
5. Faculty Qualifications, Performance and Development					
a. Qualified faculty					
b. Modeling best professional practices in teaching			X		
c. Modeling best professional practices in scholarship					
d. Modeling best professional practices in service					
e. Unit evaluation of professional education faculty performance					X
f. Unit facilitation of professional development					
6. Unit Governance and Resources					
a. Unit leadership and authority					X
b. Unit budget					
c. Personnel			X		X
d. Unit facilities					
e. Unit resources including technology				X	
Total	0	2	8	6	6

⁷ Unit standards may still be classified as “met” even when areas for improvement are noted by the review team.

In tandem with the NCATE/SDDOE unit review process, the South Dakota Department of Education also establishes performance criteria as a reporting requirement of the 1998 amendments to the 1965 federal Higher Education Act (HEA Title II, §208a). Institutions which do not meet at least four of the six criteria are classified as either “Low-Performing” or “At Risk of Being Low-Performing.” These criteria include: 1) “Content major required for secondary program completers”; 2) “The student-faculty supervising ratio does not exceed 18 students to 1 faculty member”; 3) “The number of weeks of student teaching is not less than 10 weeks”; 4) “The institution is not placed on probation by the State, NCATE, or TEAC”; 5) “The institution is in compliance with the state standards as found in ARSD 24:16:03 and ARSD 24:16:05:01”; and 6) “The institution conducts an annual survey of its graduates during their first year of teaching in the field, within the first three years of graduating from the institution, to address program improvement.”⁸ Over the last five academic years, teacher education units in the Regental system have met 100.0% of these criteria (see Table 3).

Table 3
Percentage of Criteria Met for Title II Teacher Education Program Performance

<i>Academic Year</i>	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSU</i>	<i>USD</i>
2005-2006	100.0%	100.0%	100.0%	100.0%	100.0%
2006-2007	100.0%	100.0%	100.0%	100.0%	100.0%
2007-2008	100.0%	100.0%	100.0%	100.0%	100.0%
2008-2009	100.0%	100.0%	100.0%	100.0%	100.0%
2009-2010	100.0%	100.0%	100.0%	100.0%	100.0%

Program Review: SDDOE

As an initial step in the seven-year NCATE/SDDOE unit review cycle, teacher education units in South Dakota are also evaluated by the South Dakota Department of Education at the program level.⁹ Six to twelve months prior to the on-site unit review, units are required to submit to the SDDOE a series of program reports that describe the performance of each teacher education program in meeting the area-specific professional standards laid out in ARSD 24:53. Program reviews are conducted by state program review teams, which comprise a range of P-20 practitioners and are responsible for evaluating the success of each program in meeting all relevant program standards. The results of the program review are used as evidence in the subsequent NCATE/SDDOE unit review process.

Reviews are conducted by SDDOE using program-specific national content standards, also known as *National Specialty Accreditation* standards. The number of standards varies by program area. Universities also may choose to be evaluated for national recognition/accreditation in lieu of state approval, as the processes and standards are substantially similar. Programs that achieve national recognition/accreditation are automatically approved by the state. The list below summarizes the results of the most recent program review for each Regental institution:

⁸ US Department of Education (2009). *Title II State Report 2009 – South Dakota: Low Performing Programs*. Retrieved from <https://title2.ed.gov/Title2DR/LowPerforming.asp>

⁹ SDCL 13-42-3 authorizes the South Dakota Board of Education to develop the requirements that programs must meet in order to gain approval. These requirements are enumerated in ARSD 24:53 Teacher Preparation Program Approval. See SDDOE’s *Unit and Program Approval Review Handbook*.

- **Black Hills State University**
 - Of the twenty programs submitted for review in 2011, 97.3% of standards were judged to be *Met*. Two standards in BHSU's K-12 Special Education program and eight standards in the school's Master of Science in Curriculum and Instruction (MSCI) program were *Not Met*. All of BHSU's teacher education programs were approved by SDDOE. See Table 4 for additional details.
- **Dakota State University**
 - In its most recent review, 97.4% of DSU's program standards were *Met*. One standard in the K-8 Elementary Education/Special Education program and one standard in the K-12 Computer Education program were *Not Met*. All of DSU's teacher education programs were approved by SDDOE. See Table 4 for additional details.
- **Northern State University**
 - NSU had 94.8% of its program standards receive a *Met with Strength* or *Met* classification. NSU's K-8 Elementary Education, 7-12 Science Education/Chemistry, P-8 and/or 7-12 School Principal, K-12 World Language Education, and P-12 School Counselor programs received one or more *Met with Weakness* classifications. See Table 5 for additional details.
- **South Dakota State University**
 - 100.0% of SDSU's program standards were *Met with Strength* or *Met* in the school's most recent review. See Table 5 for additional details.
- **University of South Dakota**
 - 100.0% of USD's program standards were *Met* in the school's most recent (2011) program review. USD elected to stand for national program review and recognition in a number of programs. See Table 5 for additional details.

The most recent Regental program reviews occurred at Dakota State University in 2009, Black Hills State University in 2011, and the University of South Dakota in 2011. These reviews were conducted under the state's new rubric system, whereby the evaluation method for program standards includes only two possible outcomes: *Met* or *Not Met*. Table 4 (below) provides the results of these program reviews using this reporting structure, and future editions of this report will transfer additional institutions into this table as subsequent results become available. Prior to 2009, SDDOE reviewers appraised program standards by assigning one of four classifications: *Met with Strength*, *Met*, *Met with Weakness*, or *Not Met*. Table 5 (below) gives detailed program review outcomes for those units whose most recent program review was conducted under this rubric. Appendix C provides reviewer comments for program standards flagged as *Met with Weakness* or *Not Met*.

Table 4
Most Recent SDDOE Program Review: Summary of Standards (Updated Rubric)

	# of Standards	Met	Not Met
Black Hills State University			
<i>Birth Through Age 8 Early Childhood</i>	16	16	0
<i>K-8 Elementary Education</i>	19	19	0
<i>7-12 Chemistry Education</i>	11	11	0
<i>7-12 Secondary Education Certification</i>	10	10	0
<i>7-12 Language Arts Education</i>	26	26	0
<i>7-12 English Education</i>	24	24	0
<i>7-12 Mathematics Education</i>	14	14	0
<i>7-12 Composite Math/Science</i>	28	28	0
<i>7-12 History Education</i>	12	12	0
<i>7-12 Speech Education</i>	5	5	0
<i>7-12 Biology Education</i>	11	11	0
<i>7-12 Social Science Education</i>	11	11	0
<i>7-12 Business Education</i>	104	104	0
<i>7-12 Technology Education/Industrial</i>	10	10	0
<i>7-12 Art Education</i>	6	6	0
<i>7-12 Music Education</i>	15	15	0
<i>7-12 Physical Education</i>	10	10	0
<i>7-12 Special Education</i>	10	8	2
<i>7-12 World Language Education</i>	6	6	0
<i>MSCI (Reading emphasis)</i>	19	11	8
<i>Total Percent</i>	-	97.3%	2.7%
Dakota State University			
<i>K-8 Elementary Education</i>	5	5	0
<i>K-8 Elementary Education/Special</i>	15	14	1
<i>7-12 Language Arts Education</i>	4	4	0
<i>7-12 Mathematics Education</i>	14	14	0
<i>7-12 Science Education/Biology</i>	9	9	0
<i>7-12 Business Education</i>	10	10	0
<i>7-12 Computer Education (Ed. Technology)</i>	9	8	1
<i>K-12 Physical Education</i>	10	10	0
<i>Total Percent</i>	-	97.4%	2.6%
University of South Dakota			
<i>K-8 Elementary Education</i>	19	19	0
<i>7-12 Language Arts Education (English, Speech/Debate)</i>	4	4	0
<i>7-12 Mathematics Education</i>	14	14	0
<i>7-12 Science Education (Bio, Chem, Physics, Earth Sci)</i>	11	11	0
<i>7-12 Social Science Education (History, Pol Science)</i>	12	12	0
<i>K-12 Physical Education</i>	6	6	0
<i>K-12 Special Education (Undergraduate)*</i>	11	11	0
<i>K-12 Special Education (Graduate)*</i>	10	10	0
<i>K-12 World Language Education (Span, Germ, French)</i>	6	6	0
<i>K-12 Reading Specialist*</i>	19	19	0
<i>K-12 Art Education*</i>	5	5	0
<i>K-12 Music Education*</i>	14	14	0
<i>P-8, 7-12, K-12 School Principal</i>	7	7	0
<i>P-12 Career School Superintendent</i>	7	7	0
<i>Birth-21 Special Education Director</i>	7	7	0
<i>Preschool-grade 12 Curriculum Director</i>	7	7	0
<i>P-12 Counselor*</i>	64	64	0
<i>Birth-21 School Psychologist*</i>	37	37	0
<i>Birth-21 Speech/Language Pathologist*</i>	6	6	0
<i>Master's Plus: Certification Only</i>	10	10	0
<i>Total Percent</i>	-	100.0%	0.0%

* Reviewed at national level and received national recognition

Table 5
Most Recent SDDOE Program Review: Summary of Standards (Old Rubric)

	<i># of Standards</i>	<i>Met with Strength</i>	<i>Met</i>	<i>Met with Weakness</i>	<i>Not Met</i>
Northern State University					
<i>K-8 Elementary Education</i>	13	1	10	2	0
<i>7-12 Secondary Education</i>	9	0	8	0	0
<i>7-12 Language Arts/English</i>	9	3	6	0	0
<i>7-12 Language Arts/Speech/Debate</i>	5	0	5	0	0
<i>7-12 Mathematics Education</i>	3	2	1	0	0
<i>7-12 Science Education/Biology</i>	2	0	2	0	0
<i>7-12 Science Education/Chemistry</i>	5	0	3	2	0
<i>7-12 Social Science Education</i>	7	1	6	0	0
<i>7-12 Science Education/History</i>	1	1	0	0	0
<i>7-12 Business Education</i>	7	2	5	0	0
<i>K-12 Education Program</i>	8	0	8	0	0
<i>K-12 Art Education</i>	4	2	2	0	0
<i>K-12 Music Education</i>	15	5	10	0	0
<i>K-12 Physical Education</i>	7	4	3	0	0
<i>K-12 Special Education</i>	19	0	19	0	0
<i>K-12 World Language Education</i>	15	2	12	1	0
<i>P-8 and/or 7-12 School Principal</i>	10	1	8	1	0
<i>Birth-21 Special Education Director</i>	7	0	7	0	0
<i>P-12 School Counselor</i>	9	1	6	2	0
<i>Total Percent</i>		16.2%	78.6%	5.2%	0.0%
South Dakota State University					
<i>Birth Through Pre-School Education</i>	18	6	12	0	0
<i>Birth Through Age 8 Early Childhood</i>	18	0	18	0	0
<i>7-12 Secondary Education</i>	8	0	8	0	0
<i>7-12 Language Arts Education</i>	23	3	20	0	0
<i>7-12 Mathematics Education</i>	4	0	4	0	0
<i>7-12 Science Education</i>	11	0	11	0	0
<i>7-12 Social Science Education</i>	6	1	5	0	0
<i>7-12 Vocational Technical Education</i>	5	2	3	0	0
<i>7-12 Agricultural Education</i>	16	3	13	0	0
<i>7-12 Family Consumer Science</i>	8	3	5	0	0
<i>K-12 Education Program</i>	8	0	8	0	0
<i>K-12 Art Education</i>	4	0	4	0	0
<i>K-12 Music Education</i>	15	12	3	0	0
<i>K-12 Physical Education</i>	7	1	6	0	0
<i>K-12 World Language Education</i>	4	3	1	0	0
<i>P-8 and/or 7-12 School Principal</i>	4	2	2	0	0
<i>Preschool-grade 12 Curriculum Director</i>	3	0	3	0	0
<i>P-12 Counselor</i>	9	2	7	0	0
<i>Total Percent</i>		22.2%	77.8%	0.0%	0.0%

Teacher Education Candidates: Programs and Completions

This section describes the state's population of teacher education candidates in 2010-2011. Teacher education candidates include those students who have been formally admitted to a teacher education program after meeting all institutional requirements. At the undergraduate level, candidacy usually is not awarded until a number of coursework prerequisites have been satisfied. Consequently, the annual candidate pool is populated mostly by upperclassmen.

Teacher education programs are structured under several different curricular frameworks (i.e., degree-major combinations) across the Regental system. For example, a candidate seeking to teach high school mathematics may – dependent on the campus he or she attends – major in mathematics, education, mathematics education, or some combination of multiple majors. Further, this same student may receive a Bachelor of Arts degree, a Bachelor of Science degree, or a Bachelor of Science in Education degree. In other cases, the student may already hold a degree and is returning to a Regental institution to complete a post-baccalaureate teacher certification program. In general, most teacher education candidates fall under one of the following degree-major approaches¹⁰:

Discipline Major with B.A. or B.S. Degree: In this approach, teacher education candidates are viewed as majors in a chosen substantive discipline. Students complete a substantive major (e.g., mathematics, biology) vis-à-vis the requirements of a B.A. or B.S. degree. Beyond the coursework associated with a substantive major, students also complete a limited sequence of courses required for state teaching certification. This approach is used primarily at SDSU for secondary education preparation programs.

Discipline Major with B.S.Ed. Degree: The second approach also involves the full completion of an undergraduate substantive major (e.g., mathematics, biology). However, rather than completing the requirements for a B.A. or B.S. degree, students complete the requirements for a teaching baccalaureate degree, the Bachelor of Science in Education. This approach is used commonly at BHSU, DSU, and NSU, particularly in secondary education tracks. A related approach involves the completion of a distinct major that combines courses from a substantive discipline with teacher preparation courses. Such majors (e.g., Mathematics Education, Biology Education) are usually paired with a B.S.Ed. degree. This approach is used by USD for secondary teacher education programs and by all institutions for elementary education programs.

Alternative Certification: This academic certificate program provides an option for those who have already completed a baccalaureate degree (or higher) in a teachable area from an accredited institution. These programs are designed for professional practitioners who wish to become teachers but lack instruction in the area of pedagogy.

¹⁰ The following approaches generally do not apply to teacher education candidates in the field of music. These students typically complete the requirements for a discipline-specific degree, such as the Bachelor of Fine Arts, Bachelor of Music, or Bachelor of Music Education.

The following table provides unduplicated candidate counts for the 2010-2011 year for each undergraduate certification area.¹¹ Candidates are grouped across degree types; for example, frequency counts include all students in B.A., B.S., B.S.Ed., and all other degree programs. As seen in Table 6, the five largest degree certification areas in 2010-2011 were elementary education (n=484 candidates), special education (n=152), history (n=122), physical education (n=102), and music (n=94). This “top five” subset is the same as that recorded for the 2009-2010 year; elementary education has been unchallenged as the dominant program area over the last five years.

Table 6
Undergraduate Candidates by Program Area and Institution: Largest Programs*

<i>Program Area(s)</i>	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSU</i>	<i>USD</i>	<i>Sum</i>
Elementary Education	188	60	81		155	484
Special Education	60		40		52	152
History; History Education	21		15	62	24	122
Physical Education; Health, Phys. Ed. & Recr.; Exer. Sci.	22	9	14	28	29	102
Music, Music Education ¹	7		27	33	27	94
Mathematics; Mathematics Education	13	4	16	32	16	81
English; English Education	10	8	9	26	21	74
Elementary Education / Special Education ²	20	46				66
Agriculture; Ag Education ³				65		65
Art; Art Education; Graphic Design	12		2	20	5	39
Psych; Socio; Pol Sci; Other Social Sciences	13		14	9	1	37
Biology; Biology Education	4	3	5	12	2	26
Spanish; Spanish Education	3		3	11	8	25
Speech; Speech Ed; Speech Communication ⁴	2		1	5	3	11
Business/E-Business Education	6	4	1			11
Chemistry; Chemistry Education			1	6	2	9
Composite Science; Composite Math & Science	9					9
Computer Science; Computer Education		5		1		6

* This table contains only the largest programs (by total *n*), not all programs.

¹ Includes Vocal, Instrumental Performance; Comp. Vocal; Comp. Inst.

² Also includes Early Child/Spec. Ed; Elem. Ed. & Spec. Learn./Behav. Prob.

³ Also includes Animal Science; Range Science; Ag. Journalism; Ag. Engin.; and Ag. Ed., Comm., & Ldr.

⁴ Also includes Communication Studies & Theatre

Additionally, a total of 67 candidates were enrolled in undergraduate alternative certification programs during the 2010-2011 academic year, many of which were enrolled at BHSU (*n*=26) through the *Project SELECT* and *Project SECOND* programs. *Project SELECT* is an accelerated

¹¹ Student data were not unduplicated by program area; therefore, some students may appear under multiple programs or institutions.

program which allows a cohort of up to 25 individuals to work with current educators over the course of a school year; *Project SECOND* is an online-only program that gives place-bound individuals a route to teacher certification. Both programs lead to eligibility for secondary teacher certification with highly qualified teacher status within one calendar year. Table 7 displays the number of candidates enrolled in BHSU's *Project SELECT* and *Project SECOND* programs during the last six academic years. These programs help to fill a number of high-need areas for the state.

Table 7
Candidates Involved in BHSU's Project SELECT and Project SECOND Programs

<i>Content Area</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>Total</i>
<i>English</i>	2	5	2	2	5	5	21
<i>Biology</i>	2	4	4	2	3	3	18
<i>Social Science</i>	2	4	0	1	3	3	13
<i>Business</i>	3	1	1	1	2	1	9
<i>Mathematics</i>	0	1	1	1	4	3	10
<i>History</i>	0	1	1	2	3	3	10
<i>Art/Music</i>	0	2	1	0	2	2	7
<i>Physical Education</i>	0	0	1	2	2	1	6
<i>Science/Physical</i>	1	1	2	0	0	1	5
<i>Physics/Chemistry</i>	0	2	0	0	2	1	5
<i>Technology</i>	1	0	0	0	0	0	1
<i>Middle School</i>	0	0	0	2	0	0	2
<i>Speech/Debate/Theatre</i>	0	0	0	0	2	2	4
<i>Family Consumer Sc.</i>	0	0	0	0	2	1	3
<i>Spanish</i>	0	0	0	1	0	0	1
<i>Total</i>	11	21	13	14	30	26	115

Annual program completion data are reported by individual campuses to the South Dakota Department of Education as per federal HEA Title II requirements. Data are used by SDDOE to track candidates for licensure. During the 2009-2010 academic year, a total of 497 teacher education candidates completed their programs at one of the state's five Regental institutions (see Table 8).¹² This figure represents a 3.1% increase from 2008-2009, and is the highest figure reported over the last five years.

¹² SDDOE Title II unit reviews are conducted using lagged data. Data for 2010-2011 are not yet available.

Table 8
Teacher Education Program Completers – Five-Year Trend*

	BHSU	DSU	NSU	SDSU	USD	Total
2005-2006	116	74	91	106	84	471
2006-2007	114	61	85	98	73	431
2007-2008	99	40	60	86	108	393
2008-2009	135	44	68	130	105	482
2009-2010	130	45	74	124	124	497
<i>Total</i>	594	264	378	544	494	2,274

* Data provided by SDDOE.

Teacher Education Candidates: Academic Preparation and Performance

ARSD 24:15:02:08 *State Certification Exam Requirements* and ARSD 24:53:4:02 *State Certification Exams for Teachers* establish the examination requirements for certification applicants. As one prerequisite for certification, applicants in South Dakota must submit verification of passing scores on the state certification exams for their certification area(s). Candidates applying for initial certification after July 1, 2005, are required to meet or exceed qualifying scores on the appropriate 1) *Praxis II Subject Assessment(s)* and 2) *Praxis II Principles of Learning and Teaching (PLT) Test(s)* that most accurately match their level of preparation and anticipated area(s) of instruction.¹³ Regarding Praxis II test selection, ARSD 24:15:02:08 states that “An applicant new to the profession must submit verification of passing scores on the state certification exams for each content/area authorization [*Subject Assessment(s)*] and for the pedagogy exam [*PLT Test(s)*] that most closely matches the applicant’s preparation,” (*bracketed text added*). All candidates are required to schedule and pass Praxis II exams prior to the beginning of the student teaching phase. Thus, students failing to earn qualifying scores on their respective exams are not allowed to take part in student teaching experiences.

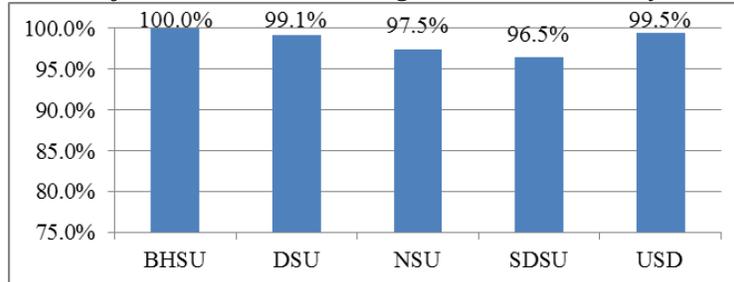
Teacher education candidates’ Praxis II outcomes for 2010-2011 are illustrated below.¹⁴ In Figure 1, institutional pass rates (i.e., the percentage of students meeting or exceeding SDDOE-established cut scores) are shown for all Praxis II test takers. It can be seen here that Praxis II pass rates ranged from 100.0% (BHSU) to 96.5% (SDSU); the system-wide cumulative pass rate was 98.4%. In general,

¹³ Praxis II exams are administered by the Educational Testing Service (ETS). ETS offers more than 120 different *Subject Assessments* – which measure subject-specific teaching skills and knowledge – across a range of content areas (e.g., biology, geography, theatre). Approximately 40 of these exams are admissible to SDDOE. *Principles of Learning and Teaching (PLT) Tests* measure general pedagogical knowledge within four different grade levels: Early childhood, K-6, 5-9, and 7-12.

¹⁴ The dataset underlying these figures includes *all* Praxis test scores generated during the 2010-2011 academic year, unduplicated by student/test; for students with multiple records on a single test, the highest score was retained. It is important to note that this dataset includes first-time test takers, and that students who are unsuccessful on an initial Praxis examination attempt often will pass on a subsequent attempt. Further, many teacher education candidates will – for a variety of reasons – attempt Praxis exams outside their major content areas. Overall then, the frequencies presented here (high as they may be) are sure to understate the rates of terminal success experienced by Regental candidates taking Praxis exams in their primary preparation areas.

pass rates have remained relatively steady over the last five years; longitudinal figures are provided in Appendix D (Figures D1 and D2).

Figure 1
Praxis II Subject and PLT Knowledge Test Pass Rates by Institution



Thirty eight different Praxis II examinations were administered to Regental students during the 2010-11 academic year, an assessment effort that involved 664 different test takers and produced 890 individual test scores. Perfect pass rates were obtained by candidates in 29 (76.3%) of these tests (see Table 9).

Table 9
Regental Pass rates for Praxis II Subject Assessments and PLT Tests

<i>Praxis II Test</i>	<i>Takers (n)</i>	<i>Passed (n)</i>	<i>Failed (n)</i>	<i>Pass Rate</i>
<i>0014: Elementary Education</i>	139	139		100.0%
<i>0021: Early Childhood Education</i>	34	32	2	94.1%
<i>0041: English Language, Lit., & Comp.</i>	22	22		100.0%
<i>0049: Middle School English/Language Arts</i>	2	2		100.0%
<i>0050: Technology Education</i>	1	1		100.0%
<i>0061: Mathematics</i>	18	18		100.0%
<i>0069: Middle School Mathematics</i>	7	7		100.0%
<i>0081: Social Studies</i>	2	2		100.0%
<i>0091: Physical Education</i>	25	25		100.0%
<i>0100: Business Education</i>	3	3		100.0%
<i>0113: Music</i>	32	30	2	93.8%
<i>0121: Family & Consumer Sciences</i>	3	3		100.0%
<i>0133: Art</i>	12	12		100.0%
<i>0221: Speech Education</i>	5	5		100.0%
<i>0235: Biology</i>	13	11	2	84.6%
<i>0245: Chemistry</i>	3	3		100.0%
<i>0265: Physics</i>	1		1	0.0%
<i>0353: Education of the Exceptional Child</i>	1	1		100.0%
<i>0354: Special Education</i>	9	9		100.0%
<i>0390: Psychology</i>	3	3		100.0%
<i>0411: Educational Leadership</i>	1	1		100.0%
<i>0439: Middle School Science</i>	9	7	2	77.8%
<i>0481: Physical Science</i>	2	2		100.0%
<i>0521: PLT: Early Child</i>	21	20	1	95.2%
<i>0522: PLT: K-6</i>	184	184		100.0%
<i>0523: PLT: 5-9</i>	6	6		100.0%
<i>0524: PLT: 7-12</i>	250	249	1	99.6%
<i>0550: Health Education</i>	2	2		100.0%
<i>0571: Earth and Space Science</i>	1	1		100.0%
<i>0640: Theatre</i>	1	1		100.0%
<i>0690: Special Education - Preschool/Early</i>	4	4		100.0%
<i>0700: Agriculture</i>	6	6		100.0%
<i>0910: Economics</i>	1	1		100.0%
<i>0920: Geography</i>	10	10		100.0%
<i>0930: Government/Political Science</i>	4	3	1	75.0%
<i>0941: World and US History</i>	43	43		100.0%
<i>0950: Sociology</i>	4	4		100.0%
<i>5195: Spanish</i>	6	4	2	66.7%
<i>Total</i>	890	876	14	98.4%

The South Dakota Department of Education establishes the qualifying scores for all Praxis II tests administered to students in South Dakota. Qualifying scores were modified most recently in September of 2007. Current qualifying scores for each test are shown in Table 10, as well as the mean scores obtained by program candidates during the last academic year.

Table 10
SDDOE Cut Scores and Candidate Mean Scores for Praxis II Subject Assessments and PLT Tests

<i>Praxis II Test</i>	<i>Takers (n)</i>	<i>Cut Score</i>	<i>Mean</i>	<i>StDev</i>
<i>0014: Elementary Education</i>	139	140	165.9	12.3
<i>0021: Early Childhood Education</i>	34	166	179.6	9.6
<i>0041: English Language, Lit., & Comp.</i>	22	154	178.3	12.1
<i>0049: Middle School English/Language Arts</i>	2	150	176.0	8.5
<i>0050: Technology Education</i>	1	560	610.0	-
<i>0061: Mathematics</i>	18	124	153.3	14.7
<i>0069: Middle School Mathematics</i>	7	140	171.6	13.7
<i>0081: Social Studies</i>	2	146	170.0	1.4
<i>0091: Physical Education</i>	25	140	158.4	5.9
<i>0100: Business Education</i>	3	148	178.7	7.4
<i>0113: Music</i>	32	150	165.4	11.4
<i>0121: Family & Consumer Sciences</i>	3	150	167.7	10.4
<i>0133: Art</i>	12	143	168.3	12.8
<i>0221: Speech Education</i>	5	143	163.6	9.4
<i>0235: Biology</i>	13	147	159.0	12.0
<i>0245: Chemistry</i>	3	135	151.7	11.0
<i>0265: Physics</i>	1	130	104.0	-
<i>0353: Education of the Exceptional Child</i>	1	150	181.0	-
<i>0354: Special Education</i>	9	145	164.7	10.9
<i>0390: Psychology</i>	3	520	663.3	115.9
<i>0411: Educational Leadership</i>	1	145	162.0	-
<i>0439: Middle School Science</i>	9	138	156.9	19.5
<i>0481: Physical Science</i>	2	143	175.0	5.7
<i>0521: PLT: Early Child</i>	21	160	180.4	9.3
<i>0522: PLT: K-6</i>	184	153	176.9	8.3
<i>0523: PLT: 5-9</i>	6	153	168.7	9.1
<i>0524: PLT: 7-12</i>	250	153	173.5	14.4
<i>0550: Health Education</i>	2	580	765.0	106.1
<i>0571: Earth and Space Science</i>	1	150	177.0	-
<i>0640: Theatre</i>	1	540	810.0	-
<i>0690: Special Education - Preschool/Early</i>	4	550	602.5	45.7
<i>0700: Agriculture</i>	6	480	610.0	21.0
<i>0910: Economics</i>	1	500	640.0	-
<i>0920: Geography</i>	10	520	648.0	36.8
<i>0930: Government/Political Science</i>	4	540	582.5	49.9
<i>0941: World and US History</i>	43	135	153.9	12.7
<i>0950: Sociology</i>	4	540	700.0	37.4
<i>5195: Spanish</i>	6	145	151.8	16.0

All degree-seeking Regental students must fulfill the proficiency examination requirement as specified by *BOR Policy 2:28*. The *Collegiate Assessment of Academic Proficiency (CAAP)*, which is designed to test foundational college skills at or near the end of the first two years of college, serves as SDBOR's central measure of academic proficiency. The CAAP contains four subtests: writing skills, mathematics, reading, and science reasoning.

CAAP scores offer a means by which to compare the academic performance of teacher education candidates to that of the general student population. In the following tables, 2010-2011 CAAP

scores from teacher education candidates are compared with those from all other test takers.¹⁵ Table 11 indicates that – though between-groups score differences tended to be small in magnitude – teacher education candidates outperformed the general student population on all four CAAP subtests with respect to basic pass rates. Teacher education candidates also more frequently scored at or above the national mean in mathematics and writing.¹⁶ The candidate group tended to score at or above the national 99th percentile more often than did the general population on the mathematics, reading, and science reasoning subtests.

Table 11

Teacher Education Candidate and General Student Population Performance on CAAP Exam

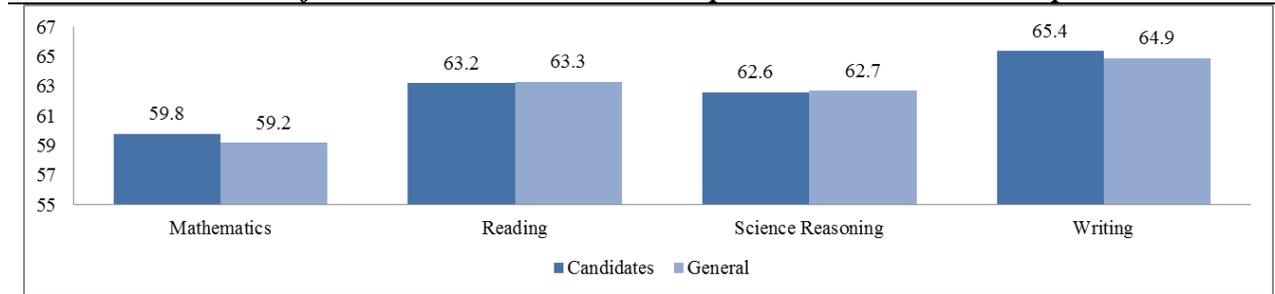
	<i>Pass Rate</i>	<i>At or Above National Mean</i>	<i>At or Above 99th Percentile</i>
Mathematics			
<i>Teacher Education Candidates</i>	99.3%	67.9%	4.3%
<i>General Student Population</i>	97.9%	59.3%	1.1%
Reading			
<i>Teacher Education Candidates</i>	96.4%	61.4%	3.6%
<i>General Student Population</i>	95.4%	64.4%	2.2%
Science Reasoning			
<i>Teacher Education Candidates</i>	100.0%	60.0%	3.6%
<i>General Student Population</i>	99.2%	64.1%	3.4%
Writing			
<i>Teacher Education Candidates</i>	97.1%	67.9%	1.4%
<i>General Student Population</i>	92.4%	63.0%	2.4%

Proficiency exam data from 2010-2011 were further examined to determine how teacher education candidates' mean scores compared with those from the general student population. Figure 2 indicates that teacher education candidates narrowly outscored all other students on two of the four CAAP subtests (mathematics, and writing) in 2010-2011. Overall, the key observation that emerges from this comparison of CAAP scores is that teacher education candidates' scores tend to closely approximate – and sometimes marginally outpace – those of the general student population.

¹⁵ Because SDSMT operates no school of education, no student data from SDSMT is included in this analysis.

¹⁶ Longitudinal CAAP pass rates – which have remained relatively unchanged since 2006-2007 – are presented in Appendix D, Table D1.

Figure 2
Candidate Performance on CAAP Subtests Compared to General Student Population



Using the same student cohort, ACT subject scores and composite scores were analyzed to explore how teacher education candidates compared with the general student population at each of the five Regental institutions. Findings from the analysis indicate that teacher education candidates tended to score slightly lower than the general population on all four subtests, though this pattern varied somewhat by institution. Overall, system-wide mean scores were markedly similar between these groups in 2010-2011, as has tended to be the case over the most recent five-year period (see Appendix D, Table D2). The difference between candidates (22.6) and the general population (23.0) in composite ACT score was not statistically significant.

Table 12
Mean ACT Scores for Candidates and General Student Population by Institution

	<i>BHSU</i>	<i>DSU</i>	<i>NSU</i>	<i>SDSU</i>	<i>USD</i>	<i>System</i>
Mathematics						
<i>Teacher Education Candidates</i>	22.9	22.2	22.3	24.5	20.6	22.6
<i>General Student Population</i>	21.3	22.8	21.5	23.4	22.6	22.7
Reading						
<i>Teacher Education Candidates</i>	22.9	19.7	22.7	22.9	22.7	22.4
<i>General Student Population</i>	22.4	22.8	22.5	23.8	23.5	23.4
Science Reasoning						
<i>Teacher Education Candidates</i>	21.6	22.2	22.9	23.9	22.3	22.7
<i>General Student Population</i>	21.8	22.7	22.3	23.4	22.9	23.0
English						
<i>Teacher Education Candidates</i>	22.5	19.8	23.0	22.4	21.8	22.0
<i>General Student Population</i>	21.5	21.9	21.2	22.5	22.6	22.2
Composite						
<i>Teacher Education Candidates</i>	22.8	21.1	23.0	23.5	22.1	22.6
<i>General Student Population</i>	21.9	22.7	22.0	23.4	23.1	23.0

Appendix A: Current NCATE Unit Standards¹⁷

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

- a) Content knowledge for teacher candidates
- b) Pedagogical content knowledge for teacher candidates
- c) Professional and pedagogical knowledge and skills for teacher candidates
- d) Student learning for teacher candidates
- e) Knowledge and skills for other school professionals
- f) Student learning for other school professionals
- g) Professional dispositions for all candidates

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

- a) Assessment system
- b) Data collection, analysis, and evaluation
- c) Use of data for program improvement

Standard 3: Field Experiences and Clinical Practice

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

- a) Collaboration between unit and school partners
- b) Design, implementation, and evaluation of field experiences and clinical practice
- c) Candidates' development and demonstration of knowledge, skills, and professional dispositions to help all students learn

¹⁷ National Council for Accreditation of Teacher Education (2008). *Unit standards in effect: 2008*. Retrieved from <http://ncate.org/Standards/NCATEUnitStandards/UnitStandardsinEffect2008/tabid/476/Default.aspx>

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

- a) Design, implementation, and evaluation of curriculum and experiences
- b) Experiences working with diverse faculty
- c) Experiences working with diverse candidates
- d) Experiences working with diverse students in P-12 schools

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance.

They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

- a) Qualified faculty
- b) Modeling best professional practices in teaching
- c) Modeling best professional practices in scholarship
- d) Modeling best professional practices in service
- e) Unit evaluation of professional education faculty performance
- f) Unit facilitation of professional development

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

- a) Unit leadership and authority
- b) Unit budget
- c) Personnel
- d) Unit facilities
- e) Unit resources including technology

Appendix B: NCATE Areas for Improvement and Unit Responses

A. *Black Hills State University*:

None reported.

B. *Dakota State University*: Areas for Improvement recommended in 2 of 29 NCATE standard elements.

Standard 4: Diversity

Areas for Improvement – As a result of unit and university and school-based faculty demographics, candidate opportunities for interaction with diverse faculty are limited. Although good faith efforts are being made to recruit diverse candidates, the fact that diverse races/ethnicities are underrepresented in the unit in relation to the university as a whole provided an area for improvement.

Unit Response – As the BOE Final Report indicates in Standard 4 Diversity, we have made good faith efforts to recruit both diverse faculty (4b) and candidates (4c) but understand there is still a need to continue our efforts in both of these areas. Therefore we will not submit a rejoinder.

C. *Northern State University*: Areas for Improvement recommended in 8 of 29 NCATE standard elements.

Standard 1: Candidate Knowledge, Skills, and Dispositions

Areas for Improvement - Advanced programs do not consistently assess candidate dispositions.

Unit Response - None of the advanced programs leads to initial certification. All students in advanced programs in education are already certified teachers. Therefore, the assessment of dispositions at the advanced level is different from the assessment of dispositions for candidates at the initial certification level. Internship supervisors monitor professional behaviors and dispositions during the internship, but that information has not been collected to date. Recognizing that a more specific evaluation of dispositions earlier in the program would provide better information on graduate student performance, the Counselor Education faculty initiated a pilot assessment project this past year for dispositions with first and second year graduate students using a rubric adapted from the dispositions rubric for the initial certification candidates.

Standard 2: Assessment System and Unit Evaluation

Areas for Improvement - At the initial level, data showing candidate impact on student learning is not collected, recorded, aggregated and analyzed. The advanced level assessment system does not include multiple assessments consistent with the conceptual framework and national standards. Dispositions are not consistently assessed. Graduate follow-up data is not available. Performance evaluations are not completed except at the end of the program.

Unit Response - Data on candidate impact on student learning is collected, recorded, aggregated, and analyzed by the unit. It shows that the average improvement in reading skills of all students tutored by our teacher education candidates is one grade level or more and also compares student learning for elementary and secondary teacher education candidates as well as face-to-face and distance tutoring. This data is the result of the pre- and post-assessment completed by each candidate and collected through the Reading Clinic. Since the data from the student teaching portfolio evaluation is collected through a standard evaluation rubric, it can be aggregated. The data from the past three semesters is provided in Appendix D as an example, however, the unit still considers the data from the Reading Clinic to meet the requirements of NCATE for candidate proof of impact on student learning. The unit did not understand that it is required to aggregate and report all collected data even when that data is already replicated by another assessment process. It is true that no employer survey data on advanced candidates is collected. The School of Education surveys employers of graduates in the initial certification programs. This survey data was provided to the visiting team and is also required by the South Dakota Department of Education as part of the annual Title II report on teacher certification. Those graduating from advanced programs do complete an exit survey that is gathered and used by faculty to assess graduate program features. There is no initial teacher certification program at the advanced level so employer surveys have not been a part of the graduate program assessment.

Standard 3: Field Experiences and Clinical Practice

Areas for Improvement - The unit has no consistent method for candidate reflection in field, clinical, and internship experiences. The unit does not ensure that all candidates have field experiences with diverse populations.

Unit Response - Initial and advanced candidates have ample opportunity to reflect on field, clinic and internship experiences. Reflection and goal setting are specific requirements of each field experience and the student teaching experience as well as required in entries for the electronic portfolio in the initial certification programs. The reflection and goal setting are part of the required paper that each student writes and submits for each field experience, that is the sophomore field experience and junior field experience(s). At the advanced level, all graduate students are evaluated on the final portfolio evaluation, while both initial and advanced candidates are required to provide evidence of reflection on their field, clinic, and internship experiences and this evidence is consistently collected and monitored by the unit. The diversity of placement settings is more a matter of definition than fact. If the definition of diversity is largely racial diversity, as was apparent from our conversations with the visiting team, then placements will not demonstrate a large

degree of racial diversity. If the definition of diversity is broader than just racial diversity, then candidates at initial and advanced levels do experience considerable diversity including gender, socioeconomic class, family type, religious background, English Language Learners, and special needs.

Standard 4: Diversity

Areas for Improvement - Candidates have limited opportunities to interact with faculty members and from diverse backgrounds, and limited opportunities to interact with diverse learners. The unit does not ensure that all candidates have field experiences with diverse populations and limited diversity among its candidate population.

Unit Response - In the summer of 2003, the administration of Northern State University funded the Institute for Rural Education and Community Development under the auspices of the School of Education. In the spring of 2004, the School of Education received permission to use Institute funding for a Visiting Professor of Diversity and initiated a search for the first visiting professor. The composition of the faculty in the professional unit provides for greater ethnic diversity than in the state of South Dakota and than in the university as a whole. While the state minority population is about 11% and the university faculty minority population is currently 13%, the faculty composition in the School of Education is 19% ethnic minority, certainly a significant achievement in view of the rest of the state and higher education population. Opportunities for interaction with diverse learners have been enhanced through the implementation in fall 2002 of a field trip to the Sioux Falls Family Immersion Center, and through the course INED 411 South Dakota Indian Studies. All candidates in all programs are required to provide accommodations for students with special needs and varied learning preferences in the lesson plans they create for their electronic portfolio. The electronic portfolio evaluation rubric, created and implemented in 2003, specifically addresses teacher accommodation of learner differences.

Standard 5: Faculty Qualification, Performance, and Development

Areas for Improvement - Faculty instruction does not reflect their knowledge and experiences in diversity. The unit does not insure that cooperating teachers have sufficient qualifications to fulfill their duties.

Unit Response - Of the 23 unit faculty, four did not teach any classes this past year. The remaining nineteen all provided numerous examples of how diversity is addressed in a total of sixty classes. Two faculty responses have been added since this evidence was provided to the team when they were on campus in April. Surely the integration of diversity by all full-time teaching faculty is evidence that their knowledge and experiences in diversity are reflected in their instruction. The guidelines for cooperating teachers in the letters sent to administrators do say that the cooperating teacher must be *highly qualified* which in the state of South Dakota does mean licensed in the area they teach. Administrators in the P-12 classrooms are very particular that the teachers they select to mentor our student teachers meet the criteria stated.

Standard 6: Governance and Resources

Areas for Improvement - The unit does not have a sufficient number of staff to support programs.

Unit Response - We agree that it is a considerable challenge to manage the operations of the unit with the current level of support, especially in light of the fact that new, additional requirements for data management and reporting will be implemented by the South Dakota Board of Regents and the South Dakota Department of Education as well as the ongoing assessment requirements for NCATE.

D. South Dakota State University: *Areas for Improvement* recommended in 6 of 29 NCATE standard elements.

Standard 1: Candidate Knowledge, Skills and Disposition

Areas for Improvement – At the Initial Teacher Preparation, the unit does not prepare candidates in early childhood education to effectively use age-appropriate strategies to facilitate learning for first- and second-graders. Candidates in the ECE B-8 program lack appropriate knowledge and skills in the use of strategies to facilitate learning from 1st and 2nd grade students. Mentor teachers and some candidates report that some ECE B-8 candidates do not receive formal instruction in the use of age-appropriate strategies to facilitate learning for 1st and 2nd grades and find it difficult to implement age-appropriate strategies in their own teaching. The Program’s methods curriculum does not provide activities and experiences that reflect current school academic requirements for children.

Unit Response – The Birth to Age 8 program is accredited by the National Association for the Education of Young Children (NAEYC). In NAEYC Standards, as approved by the NAEYCe Governing Board in July of 2001, and by NCATE, October 2001, the summary statement of the Sub-Standard 4b, entitled “Using developmentally effective approaches” states, “Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning.” Since we have met the criteria for NAEYC accreditation, and since NCATE gave us approval, we consider this standard to have been met. We will continue to evaluate this area of our program and make adjustments accordingly.

Standard 3: Field Experiences and Clinical Practice

Areas for Improvement – Inconsistent application of unit and program placement policies results in limited experiences with diverse P-12 students for candidates in some program areas. Secondary candidates report that despite policies in place requiring diverse placements throughout their programs, they are allowed to complete all field experiences at the same site and in one instance with the same teacher. Candidates who only experience one placement site throughout their experience have limited opportunities to work with diverse students and clinical faculty.

Unit Response – We no longer allow the Professional Semester III (PS-III) students to do their student teaching field-experience in the same school district in which they did their earlier Professional Semester II (PS-II) lesson presentation field-experience. In addition, we have implemented a “student teachers hosting student teachers” component in which one student teacher will take a day to host a student teacher

assignment to another setting. The visiting or guest student teacher is invited to the host's school and is invited to sit in on the host's class if they are in the same content area or, the host is asked to make arrangements in the guest's content area for him/her to observe another classroom so the guest is exposed to a different teaching style. In addition, we have arranged with one of the Schools on the Reservation for a student teacher to be housed during their student teaching semester so they can gain experience in a diverse culture. We have also entered into an agreement with the Aldine Independent School District in Houston, Texas to take our student teachers. That school district is 61% Hispanic, 30% African America, and 3% Asian American. We anticipate having student teachers in Houston in the fall of 2006.

Standard 4: Diversity

Areas for Improvement – Candidates have limited opportunities to work with diverse faculty. Candidates have limited opportunities to work with peers from diverse backgrounds. Unit faculty are not ethnically diverse which limits candidate exposure to varied ideas and experiences. Because of this limited diversity, candidates are not able to see diverse professionals in the role of mentors and models.

Unit Response – In addition to the response under Standard 3, for the last two semesters, our PS-II candidates have been going to Axtell Park Middle School in Sioux Falls, SD which is one of the most diverse schools in the State of South Dakota, to “shadow” Middle School students for a day, and to meet with a teacher and the Principal to discuss the model used by that school to develop respect for persons of other cultures.

Standard 6: Unit Governance and Resources

Areas for Improvement – At the Initial Teacher Preparation, faculty and candidates do not have access to sufficient and current library and curricular resources. The curriculum collection materials are dated and quite limited in scope. Texts and trade publications that support 7-12 curriculum are inadequate due to age or missing altogether. Manipulatives and other teaching tools are not representative of the depth and breadth of curricular materials available to assist K-12 student learning. Further investigation shows no budget line exists in the library allocations to support the curriculum library.

Unit Response – The Vice President for Academic Affairs has recognized that funding must be increased to attain and maintain a robust curriculum library. To that end, she has increased our funding for the Curriculum Library by \$15,000 for each of the next two years and between \$10,000 - \$15,000 each year thereafter. We have assigned a graduate assistant to survey all unit faculty members to see if they have recommendations for books and/or learning materials that we should purchase. Once that list is developed, it will be prioritized and purchases will be made.

- E. *University of South Dakota: Areas for Improvement* recommended in 6 of 29 NCATE standard elements.

Standard 2: Assessment System and Unit Evaluation

Areas for Improvement – Data collected by the unit are not systematically analyzed and interpreted at the unit level.

Unit Response – The School of Education (SoE) at USD formalized a unit-wide Assessment Committee by placing it in the SoE By-Laws in 2005-2006 as a standing committee. The purpose of the committee is to oversee the development of a unit assessment plan, provide on-going dissemination of the plan, annually gather and summarize assessment data relevant to the unit plan for distribution to divisions and programs, collect year-end reports from divisions related to data-based decision-making, and create an annual report for the Administrative Council and Dean's Office including a summary of actions and recommendations for changes to the assessment plan. The Assessment Committee has provided feedback for changes in the student and employer surveys sent out each year, and is currently working on interpretation and implication of student performance-based data from Fall 2005 and Spring 2006. Additionally, the SoE has formally added a second committee the Teacher Education Advisory Council (TEAC) to review the data as well. This committee is made up of leaders in each of the program areas from across campus. Data from the program areas is taken to them for review and recommendation on a semester basis. Implementation of the Teacher Education Assessment System (TEAS) software package began in the Spring of 2006. This system is used to collect and analyze student performance-based data, faculty data, census data, and institutional data to assist in the meaningful interpretation of data from multiple sources for unit and program planning. The position of SoE Assessment Coordinator is now permanently placed in the Dean's Office as part of the role of an Assistant Dean.

Standard 4: Diversity

Areas for Improvement – At the Advanced Preparation, the unit does not ensure that all candidates have opportunities to work with diverse faculty. The unit does not ensure that all candidates have opportunities to work with diverse P-12 students in clinical settings.

Unit Response – While there has been only minor change in the degree of diversity in the School of Education during this past year, both the SoE and the university as a whole have been working on this issue. As a means of increasing the attention and efforts in recruiting faculty with diverse backgrounds, each faculty search committee in the SoE was assigned a minority member whose specific charge was to explore ways to enhance the pool of minority/diverse candidates. This resulted in larger pools and more interviews but did not increase the diversity of the faculty except to hire more women bringing the balance in the SoE closer to 50%. The university in the development of its 5 year strategic plan is emphasizing an increase in faculty diversity and has hired a diversity officer to help in that task. The USD School of Education requires programs that did not have a diversity experience built into their work with P-12 students in clinical settings to find ways for this experience to take place. At present, advanced programs are planning these experiences and should

have plans ready to present for implementation in the fall of 2007. To be included in this plan is a diversity criterion for all field experience evaluations to ensure that the focus of this aspect of the experience continues to be emphasized. As a further means of strengthening this commitment, the SoE entered into an agreement with Aldine School District in Texas to place student teachers. This district is considered to have a very diverse student population that has demonstrated excellent K-12 student performance, and is a district with a high percentage of poverty level students as well.

Standard 5: Faculty Qualifications, Performance, and Evaluation

Areas for Improvement – The unit does not provide agreed-upon, clearly stated, and accessible standards and processes related to renewal, tenure, and promotion.

Unit Response – In December of 2005, the Office of the VPAA/Provost released the final version of the Faculty Expectations document that outlines the baseline performance for renewal, promotion and tenure and directed each unit (School of Education [SoE]) to develop additional unit specific guidelines for this process. The School of Education utilizing faculty and administrative committees developed guidelines for the unit that were adopted in the spring of 2006 and are now being implemented for the coming year. At the same time, the University adopted a new Appendix G (part of the COHE Contract) that outlines the various activities to be recognized in the areas of teaching, scholarship and creative activity, and service. The specific activities for the SoE guidelines were selected by the faculty, arranged into tiers and given weight in each area.

Standard 6: Unit Governance and Resources

Areas for Improvement – The lack of a clearly articulated governance system within the unit hinders collaboration, related to unit governance and management, with unit faculty whose appointments reside in other colleges and schools. The unit's workload policies are not clearly articulated, shared, and understood by all faculty, hampering faculty attention to scholarship and service.

Unit Response –The School of Education developed, incorporated into its by-laws in March of 2006 and has been operating the past semester with a permanent standing committee, the Teacher Education Advisement Committee (TEAC) which is composed of membership from all areas of the university involved with teacher education, including the SoE, Fine Arts, and Arts and Sciences. The committee is charged with meeting regularly each semester to collaboratively develop and coordinate the teacher education policies and processes at USD. Additionally, the SoE, Fine Arts and Arts and Sciences faculty have been actively involved with the SD State department of Education's review and adoption of new teacher education rules and regulations as related to the Specialty Professional Associations (SPAs) curricular alignment process and the NCATE/State partnership agreement. In May of 2005, the Office of the VPAA/Provost released the final version of the Faculty Workload document and directed the units (School of Education) to develop unit specific policies related to workload. The SoE workload policy developed and reviewed internally by faculty and administrators was submitted to the VPAA and was accepted for implementation starting in the Fall of 2006. This has been implemented since Fall 2006.

Appendix C: Program Standards Receiving *Met with Weakness* and/or *Not Met*

A. *Black Hills State University*

Special Education: Not met was indicated for Standard 1. Foundations. The following comment was made regarding the reason for the rating: “Although the data indicate good performance on the Praxis II exam, it is not obvious how the course grades meet some of the specific criteria in the standard. (Example: Constructing their own personal understandings and philosophies of special education.)” Not met was indicated for Standard 6. Language. The following comment was made regarding the reason for the rating: “We were unable to locate information specific to the following components of the standard: ‘Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs’. We assume the SPED 420 Strategies class would cover using individual strategies to enhance language development and teach communication skills, however, limited detail in this report about classes with grades did not show this to the reviewers.” It is important to note that the new teacher education program review process is a paper review, rather than an onsite program review where there are opportunities for discussion, dialogue, and clarification. The special education program coordinator will provide stronger documentation in the future as to how course grades evaluate these important competencies.

Master of Science in Curriculum and Instruction (MSCI) with an emphasis in Reading:

“As the Black Hills State University program reports were being prepared for the South Dakota Department of Education review, the South Dakota Department of Education was in the process of adopting the 2008 International Reading Association Standards as the program standards for graduate reading programs. Black Hills State University realized that our reading specialist program would need to be the equivalent of an M.Ed. in Reading in order to meet these new standards. The difference between the MSCI with an emphasis in Reading and the M.Ed. degree in Reading consists of adding six reading credits and redesigning eight additional graduate credits with a direct focus on reading. The MSCI program focuses credits generically in curriculum and instruction and therefore did not meet eight of the International Reading Association Standards. BHSU has since eliminated the MSCI degree with an emphasis in Reading and replaced it with an M.Ed. program in Reading. The first cohort to begin the M.Ed. in Reading will begin in fall 2011. The new M.Ed. in Reading program is fully aligned with the International Reading Association Standards.”

B. *Dakota State University*

K-8 Elementary Education/Special Education: Not met was indicated in CEC Standard 6 Language. The reviewers indicated that it was not clear that the depth and breadth of the standard are met in regards to matching “their communication methods to an individual’s language proficiency and cultural and linguistic differences,” or that “they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.”

7-12 Computer Education: Not met was indicated in CS-IX Professional Development. This standard was not mapped in Section III – Relationship of Assessment to Standards, and that made it rather difficult to track through the assessments. Strength: Program coordinators recognize the weakness of lack of student involvement with professional organizations and groups and have proposed an initial step to address the problem.

C. Northern State University

K-8 Elementary Education: Met with weakness was indicated in Strand 9 and Strand 11(a) of Rule 24:16:08:05 K-8 Elementary Education. For Strand 9 reviewers noted that ELRN 489 Electronic Portfolio syllabi have vague objectives with no evidence of scaffolding from Phase I to Phase IV. Students are given options as to what they want to include in their portfolio. Within four classes and over four semesters, candidates should be held accountable for progressively integrating technology into their teaching and learning. The instructor of record on each syllabus provides technical assistance and some evaluation, but is not held accountable for the connection between technology use in teaching and learning. It is evident that students know how to use technology as a teacher tool. However, little evidence was found as to whether the students can integrate technology into their lesson plans with their classes using it as a tool to further their learning. For Strand 11(a) reviewers indicated candidates identified the design of curriculum and instructional strategies for Kindergarten through sixth grade, but not for middle-level grades. There are elective classes available for learning about middle level teaching, but these classes are not required of elementary education majors. There were several upper classmen education candidates who indicated they were getting a K-6 degree rather than a K-8 degree. Students commented that when asked if they felt well prepared to teach all K-8 grades many responded yes, if as long as they have to teach only grades 1-5.

7-12 Science Education/Chemistry: Met with weakness was indicated in Strand 2(a) and 2(e) for Rule 24:16:08:16 7-12 Science Education/Chemistry. Candidates in this area are exposed to a wide range of experiences in each of the principals of chemistry, biochemistry, and inorganic chemistry. The concern is that candidates are not required to take biochemistry, and are recommended to complete Chem 460 Biochemistry. Candidates also expressed concern that they feel less prepared in areas of kinetic theory, thermodynamics, thermochemistry, electrochemistry, and quantum chemistry due to the difficulty of the subject area. Reviewers recommended that candidates should be required to take Chem 445 Physical Chemistry II.

K-8 World Languages: Met with weakness was indicated in Strand 1. The professors in the Department of Modern Language with their superior knowledge in other world languages incorporate linguistics seamlessly into the classroom, but because there is no specific professor of linguistics, we believe that this strand is not exactly met. An instructor in linguistics, would increase students' comprehension in linguistics and perhaps increase the capacity of the University to offer an ESL program. This would benefit many departments (e.g. Modern Languages, Business, English, etc.)

P-8 and/or 7-12 Principal Program: Met with weakness was indicated in Strand 3(b) for Rule 24:16:09:01. Reviewers observed that they have the option but are not required to take a class specifically in the area of developing special education programs. New administrators who are recent graduates of the program stated that this was an area of weakness for them. Reviewers believed this is an extremely pertinent skill that aspiring principals should have because of the fact that most principals in South Dakota function in small districts where they will be the Director of Special Education. Candidates did not have sufficient specific knowledge on assessing data for the purpose of school improvement and achievement in the area of academic progress and performance; this is an area in need of improvement. New administrators who are recent graduates of the program stated that skills in this area, although covered, were not a point of emphasis in their coursework.

P-12 School Counselor: Met with weakness was indicated in Strand 3(a) of the Rule 24:16:10:01 P-12 School Counselor: Assessing and interpreting learning intelligence, aptitude, behaviors, interest, achievement, and patterns. Although various components are covered throughout the curriculum, it appears that South Dakota specific tests and other school counseling related assessment instruments are not emphasized. We recommend that relevant knowledge and skills about testing in a school counseling setting be introduced early in and throughout the program. Met with weakness was indicated in Strand 3(f) of the Rule 24:16:10:01 P-12 School Counselor: Referral processes to: Advocacy for the child. Advocacy is implied rather than specified in the syllabi. Candidates typically describe advocacy as a byproduct of consultation or networking rather than as a distinct concept. We recommend the competencies endorsed by the ACA for advocacy be used as a guideline for preparing candidates to assume this role within the school setting.

D. *South Dakota State University*

None reported.

E. *University of South Dakota*

None reported.

Appendix D: Supplemental Tables/Figures

Figure D1
Praxis II Subject and PLT Test Pass Rates by Institution – Five-Year Trends

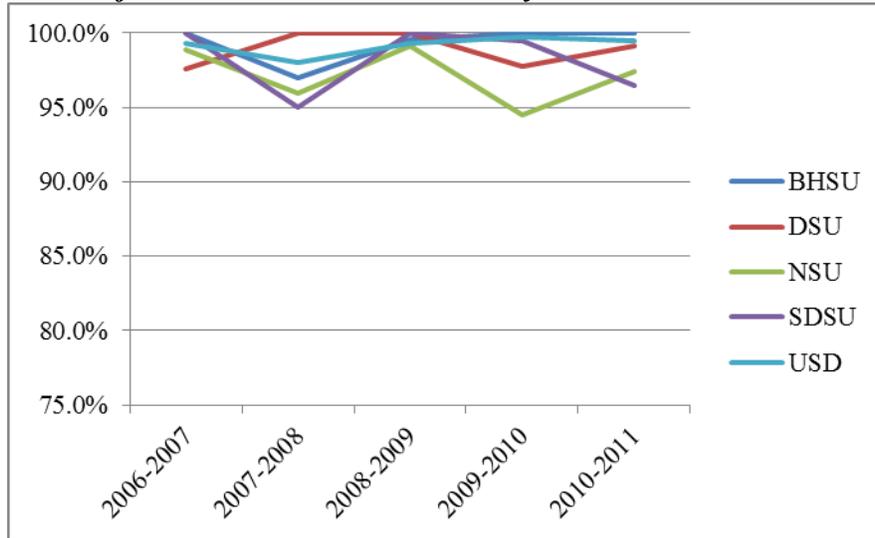


Figure D2
Cumulative Praxis II Subject and PLT Test Pass rates – Five-Year Trends

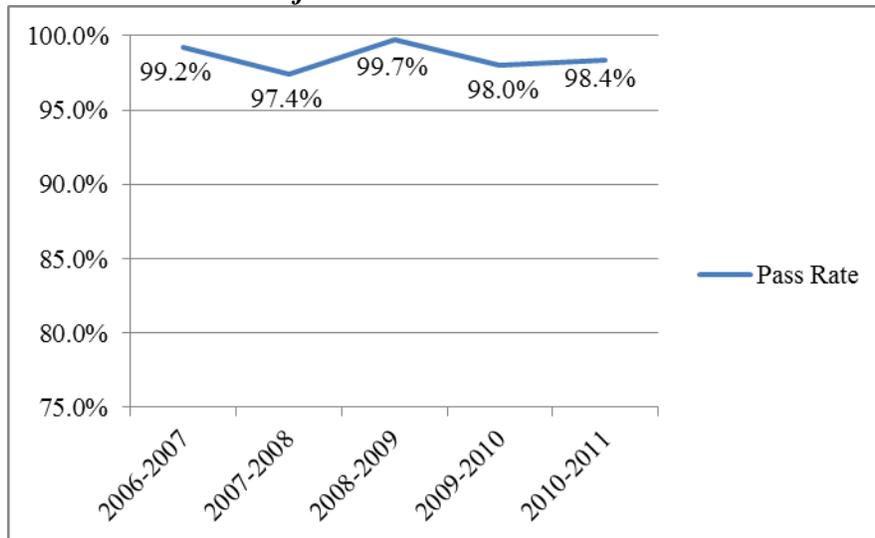


Table D1
System-wide CAAP Pass Rates: Five-Year Trends

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Mathematics					
<i>Candidates</i>	100.0%	98.7%	100.0%	99.5%	99.3%
<i>All Others</i>	98.3%	98.7%	98.0%	98.6%	97.9%
Reading					
<i>Candidates</i>	95.2%	97.4%	95.0%	97.5%	96.4%
<i>All Others</i>	95.2%	96.6%	96.0%	96.1%	95.4%
Science Reasoning					
<i>Candidates</i>	100.0%	100.0%	100.0%	99.5%	100.0%
<i>All Others</i>	99.5%	99.5%	99.0%	99.4%	99.2%
Writing					
<i>Candidates</i>	97.4%	96.7%	96.0%	97.0%	97.1%
<i>All Others</i>	94.2%	93.8%	94.0%	93.0%	92.4%

Table D2
System-wide ACT Subtest Scores: Five-Year Trends

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Mathematics					
<i>Candidates</i>	22.2	22.5	22.6	22.9	22.6
<i>All Others</i>	22.5	22.9	22.5	22.8	22.7
Reading					
<i>Candidates</i>	23.1	23.0	23.5	23.4	22.4
<i>All Others</i>	23.1	23.3	23.3	23.4	23.4
Science Reasoning					
<i>Candidates</i>	22.6	22.6	22.7	22.6	22.7
<i>All Others</i>	22.7	23.1	22.9	23.1	23.0
English					
<i>Candidates</i>	22.1	22.2	22.4	22.6	22.0
<i>All Others</i>	21.9	22.2	22.2	22.5	22.2
Composite					
<i>Candidates</i>	22.6	22.7	22.9	23.0	22.6
<i>All Others</i>	22.7	23.0	22.9	23.1	23.0