

Update, Spring 2022:

As the TEP planned to launch our Teacher Effectiveness and P-12 Impact Project last fall, the state informed all EPPs that the summer mentor academy event was being designed to provide for focus group forums for each EPP and its completers. Seeing an opportunity to approach the launch in a more structured format, the pilot was put on hold to occur this coming summer.

Two months before the June event, the organizers of the mentor academy event contacted all EPPs to inform us that due to an unexpectedly high number of registered event attendees, the structure of the event was being completely changed. This meant that there would no longer be time or space set aside for EPPs to meet with completers and conduct focus group interviews.

In response to this change, a group of EPPs, led by us and including public BOR, private, and tribal institutions, has designed a two-part survey process to collect both completer feedback and completer performance data via their Student Learning Outcomes annual assessment reports. The first survey, to be accessed via QR code by any and all event attendees, is a completer survey in which the respondent is asked to identify their preparing institution, degree information, and completion date before answering a series of questions about their preparation.

The preparation survey questions are based directly on the InTASC standards and ask respondents to rate how well they feel their program prepared them to teach in South Dakota. That survey mirrors the Employer Survey we have used in the past and will use in conjunction with focus group interviews beginning later this summer.

One of the final questions on the completer survey asks whether they are willing to share their SLO assessment data with us. What we are asking for is the same data teachers already have to send to the state DOE so it is something they will have already completed/created. Were it not prohibited by current state codified law, this is the same data the state would provide to EPPs, if modeled after what many states do share P-12 performance data with EPPs .

We wanted to get away from sending surveys as we have suffered diminishing response rates in recent years, but due to the sudden change in plans for the mentor academy event, we had to pivot quickly and work with what is possible in the short time we have to completely change plans. In order to help increase response rates for both surveys, the EPP group collaborating on this effort intend to offer prize drawings for completer survey submissions and a grand prize for SLO data survey submissions.

After all data is collected from both surveys, the survey administrator will disaggregate the data by preparing institution and create an aggregate summary. Each cooperating EPP will receive it's completer responses as well as aggregate summaries of each data point for comparison. An MOU between the participating EPPs currently is in construction to define the collaboration and data sharing arrangement.

[ Explain purpose of survey and collaboration among EPPs ]

Preferred email for prize notification and future surveys: \*



Your Teacher Education Preparation

Undergraduate Preparing Institution \*

Augustana University

Undergraduate Graduation Date \*

Month and Year

Undergraduate Major 1 \*

required

Undergraduate Major 2

optional

Undergraduate Minor 1

optional

Undergraduate Minor 2

optional

Have you obtained a Masters level graduate degree? \*

☐ no

☐ yes

☐ intend to in future

Endorsements - please list any endorsements you have earned since completing your undergraduate degree:

On a scale of 1-6, 1 being "Not at All Prepared" and 6 being "Very Well Prepared", how well did your undergraduate teacher education program prepare you to:

understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas\*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

design and implement developmentally appropriate and challenging learning experiences\*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards\*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation \*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches \*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content \*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

understand how to connect concepts and use differing perspectives to engage learners in critical thinking

understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues\*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

understand and use multiple methods of assessment to engage learners in their own growth\*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

understand and use multiple methods of assessment to monitor learner progress\*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

understand and use multiple methods of assessment to guide the teacher’s and learner’s decision making\*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context\*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways\*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

engage in ongoing professional learning \*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

use evidence to continually evaluate his or her practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community) \*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

adapt practice to meet the needs of each learner \*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession \*

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

Comments:

Teacher Effectiveness and P-12 Student Impact Project

[ Explain the purpose and scope of the data request; emphasize anonymity for respondents ]

Are you willing to participate in the SD EPP Teacher Effectiveness and P-12 Student Impact Project by sharing your SLO data with us? \*

☐ Yes

☐ Maybe

☐ Not at this time

Demographic info (optional)

Gender:

☐ Female

☐ Male

☐ Nonbinary

☐ Decline to answer

Ethnicity (choose all that apply):

☐ Nonresident Alien (Temporary Resident)



<input type="checkbox"/> Hispanic/Latino (of any race)
<input type="checkbox"/> American Indian/Alaskan Native
<input type="checkbox"/> Asian
<input type="checkbox"/> Black/African American
<input type="checkbox"/> Native Hawaiian/Other Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input type="checkbox"/> Race/Ethnicity Unknown
<input type="checkbox"/> No Response
<input type="checkbox"/> Other:

Which of the following best describes what you are currently doing?

<input type="radio"/> Employed full-time
<input type="radio"/> Employed part-time
<input type="radio"/> Self-employed (full or part-time)
<input type="radio"/> Serving in the armed forces
<input type="radio"/> Not employed but continuing my education
<input type="radio"/> Employed and continuing my education
<input type="radio"/> Caring for a home/family
<input type="radio"/> Unemployed
<input type="radio"/> Other:

Thank you for taking the time to complete this survey. Your feedback is greatly appreciated!

Submit Form

# SD EPP Teacher Effectiveness and P-12 Student Impact Project Survey

## Student Learning Objectives Survey for In-Service South Dakota Teachers

This survey is being administered through a collaborative effort among all teacher education programs in the state of South Dakota. The purposes of this survey are to:

- gather information regarding the undergraduate teacher preparation of South Dakota teachers
- gather information regarding the impact of teachers on the P-12 learners of South Dakota
- use the information gathered to build a repository of impact data for the use and analysis of South Dakota educator preparation programs to aid in continuous improvement efforts

Our promise to you regarding the use and privacy of any and all information gathered by this survey:

***All information gathered by this survey will be used specifically and exclusively for the purposes of measuring and improving the effectiveness of South Dakota educator preparation programs. Any potentially identifying data will be scrubbed from the results by the survey administrator before dissemination to universities for analysis. If you have any questions regarding how your information will be used, please contact the survey administrator, April Hinze at [april.hinze@northern.edu](mailto:april.hinze@northern.edu).***

Please tell us about your teacher preparation

Undergraduate Preparing Institution \*

Augustana University

Undergraduate Graduation Date \*



Month and Year

Undergraduate Major 1 \*

required

## Undergraduate Major 2

optional

## Undergraduate Minor 1

optional

## Undergraduate Minor 2

optional

## Have you obtained a Masters level graduate degree?\*

☐ no

☐ yes

☐ intend to in future

Endorsements - please list any endorsements you have earned since completing your undergraduate degree:

***Please tell us about your current district, school, and grade/subject area.***

**Please note: this information will be used for demographic data collection and to ensure a variety of schools and districts participation. All SLO results will be severed from this information and kept in a separate data file. If you have any questions regarding how your information will be used, please contact the survey administrator, April Hinze at [april.hinze@northern.edu](mailto:april.hinze@northern.edu).**

School District\*

Aberdeen 06-1

Years in service at this district\*

Years at any school in this district

School name\*

Abbott House Elementary - 06

Years in service at this school\*

Years in any subject area or grade level at this school

School City\*

City

Grade level taught this year\*

Early Childhood (Pre-K and K)

Subject taught this year\*

Early Childhood (Pre-K and K)

Years in service at this grade level/subject\*

Years at any school or district in this subject area or grade level

***Please tell us about your students, using your best approximation, based upon your experience with your students.***

What is the approximate percentage of students in your class that would be categorized as English Language Learners? \*

☒ Less than 5%

☐ More than 5% but less than 10%

☐ More than 10% but less than 25%

☐ More than 25% but less than 50%

☐ More than 50%

☐ Unknown

What is the approximate percentage of students in your class that would be categorized as Special Education students (currently on an IEP)? \*

☒ Less than 5%

☐ More than 5% but less than 10%

☐ More than 10% but less than 25%

☐ More than 25% but less than 50%

☐ More than 50%

☐ Unknown

What is the approximate percentage of students in our class that would be categorized as gifted or advanced? \*

☒ Less than 5%

☐ More than 5% but less than 10%

☐ More than 10% but less than 25%

☐ More than 25% but less than 50%

☐ More than 50%

☐ Unknown

What is the approximate percentage of students in your class that would be categorized as Native American? \*

☒ Less than 5%

☐ More than 5% but less than 10%

☐ More than 10% but less than 25%

☐ More than 25% but less than 50%

☐ More than 50%

☐ Unknown

What is the approximate percentage of students in your class that would be categorized as members of an ethnic minority (other than Native American)? \*

☒ Less than 5%

☐ More than 5% but less than 10%

☐ More than 10% but less than 25%

☐ More than 25% but less than 50%

☐ More than 50%

☐ Unknown

***Please tell us about your Student Learning Objectives by writing a brief description and/or uploading the assessment instrument and rubric used.***

Please describe your Student Learning Objectives assessment:

Or you may upload the assessment and/or rubric below

Pre-test date \*

		
--	--	---

Post-test date \*

		
--	--	---

Please upload your SLO Assessment and/or Rubric (if applicable)

Choose File Remove File No File Chosen

File uploads may not work on some mobile devices.  
Please upload Excel, CSV, Word, or PDF file

What was the Expected Average Growth (%) Goal that you set for your students? \*

--

Please paste a simple table of pre and post scores for your class  
(remove any names or other identifiers)

Student	A	B	C
Pretest	74	66	58
Posttest	81	76	72

Or you may upload file below

## SLO Pre and Post Test Scores

Choose File Remove File No File Chosen

File uploads may not work on some mobile devices.

Please upload Excel, CSV, Word, or PDF file of your Student Learning Outcomes pre- and post-test scores

What was your students' Actual Average Growth (%)? \*

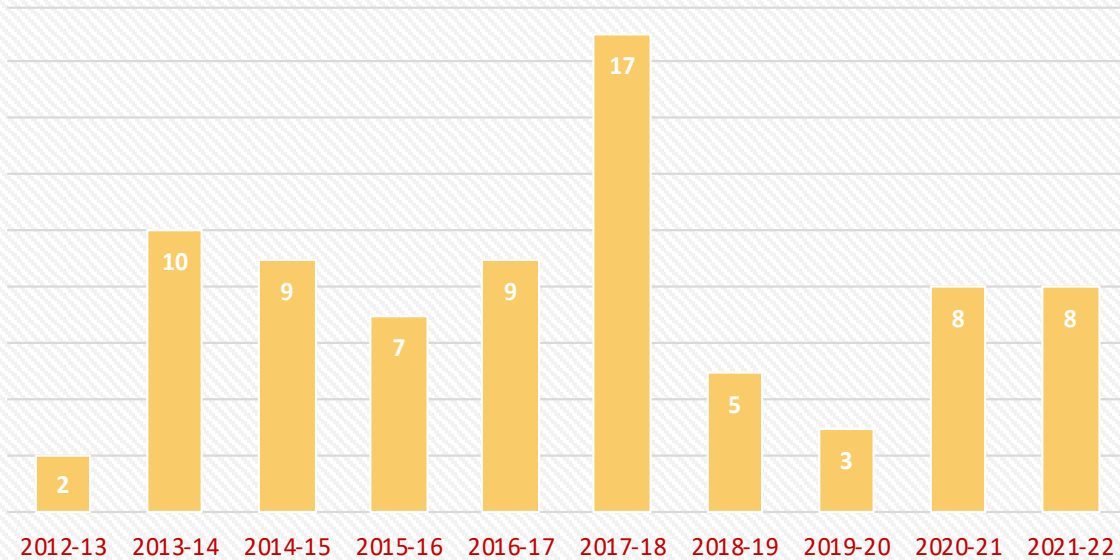
Please use this section to briefly describe why, in your professional opinion, your students did not meet, met, or exceeded the average growth goal identified above:\*

[Save and Resume Later](#)



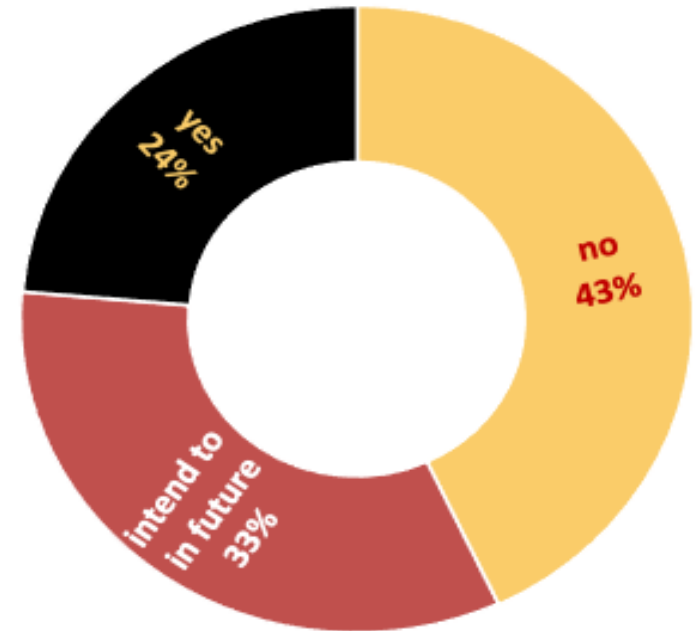
## Completer Graduation Year

Number of Respondents: 78



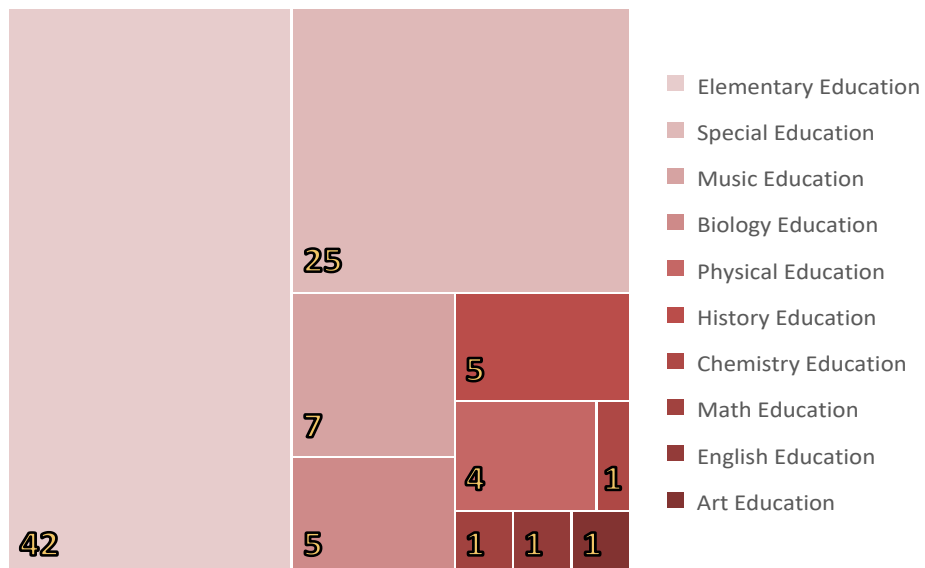
## Have you earned an advanced degree?

Number of Respondents: 72



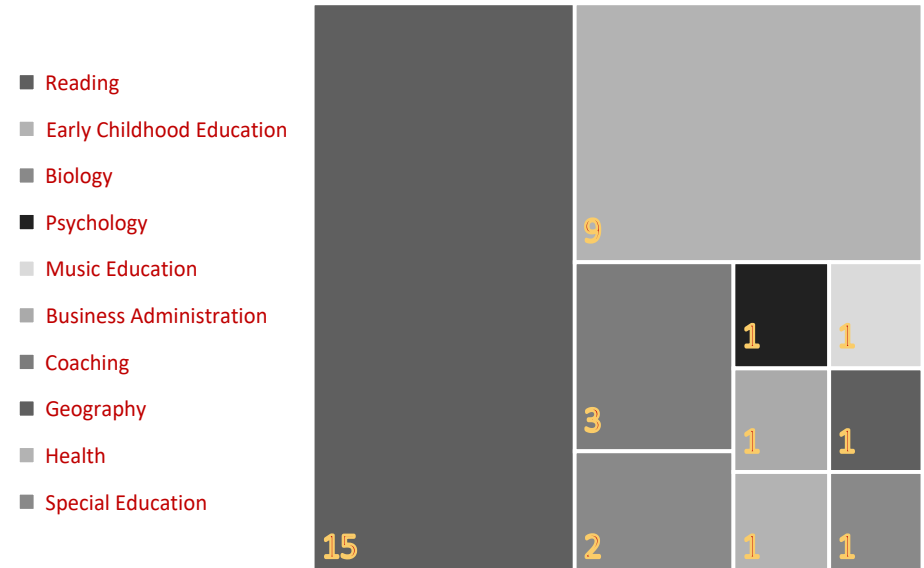
## Undergraduate Major(s)

Number of Respondents: 78  
(some are counted twice due to multiplr minors)

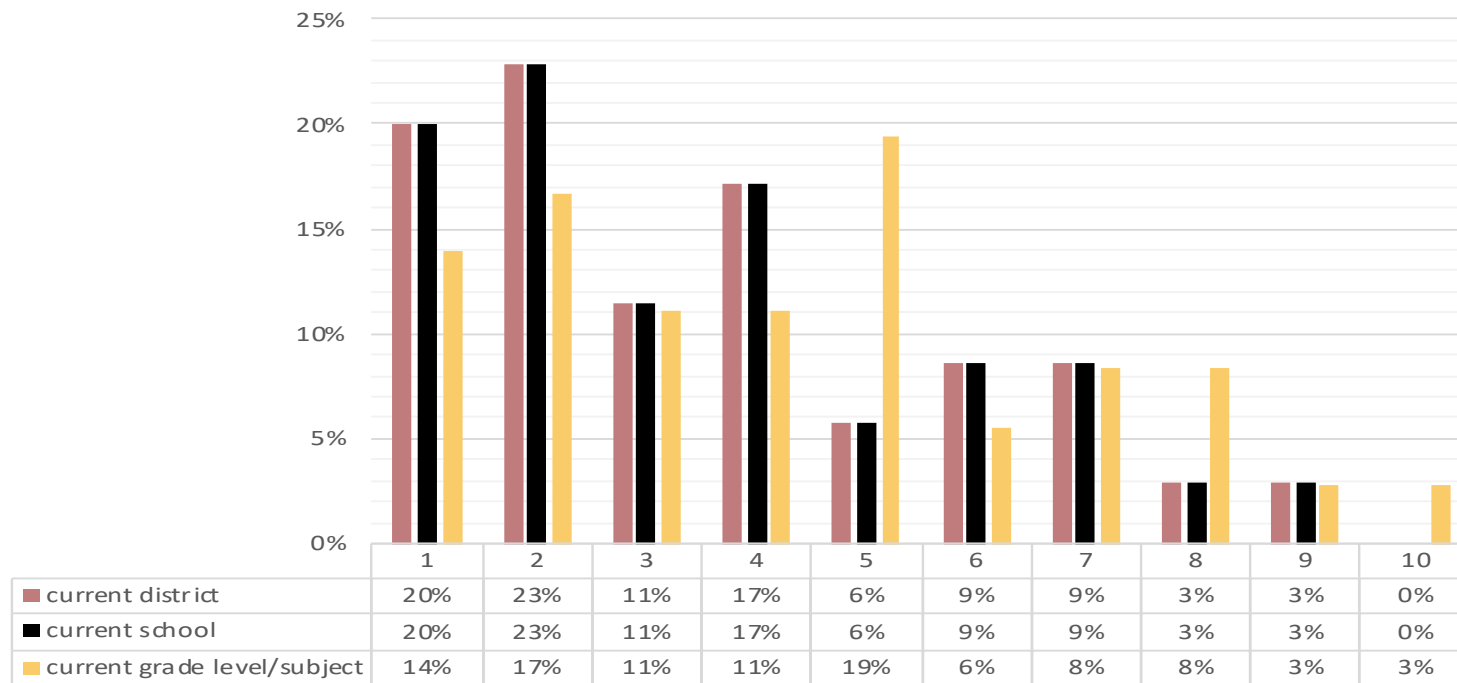


## Undergraduate Minor(s)

Number of Respondents: 35  
(some are counted twice due to double majors)

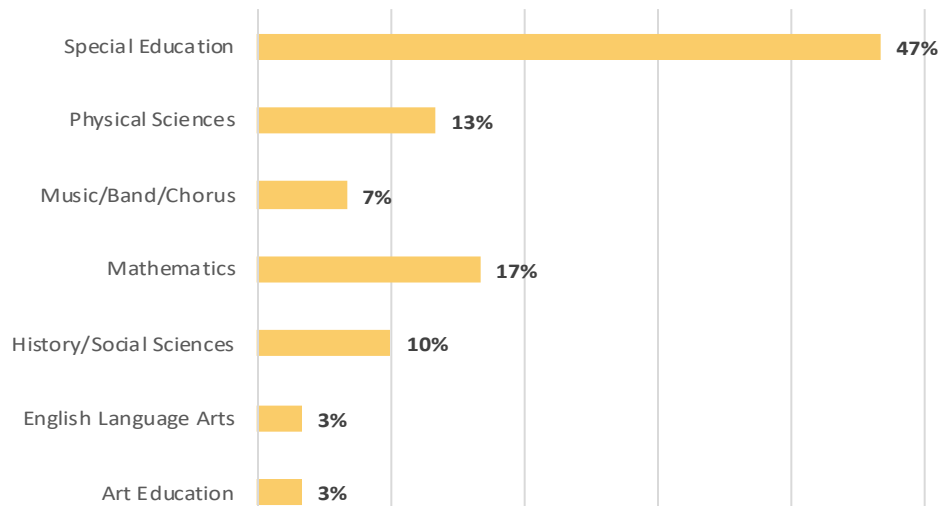


## Years in Service



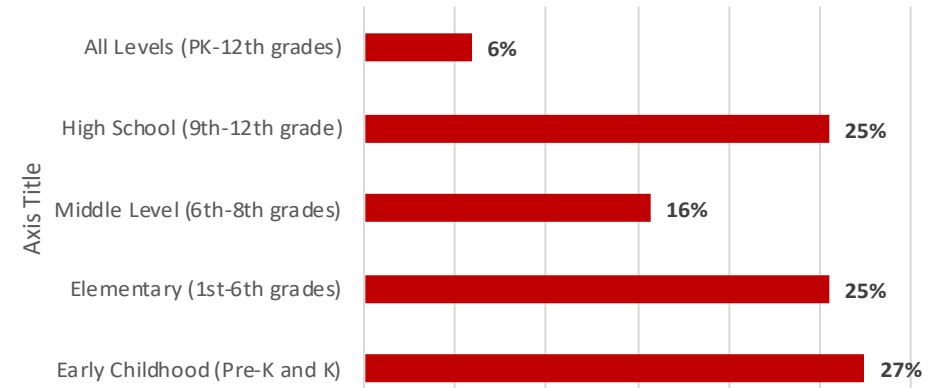
Number of Respondents: 39, 35, 36 respectively

## Current Subject



Number of Respondents: 30

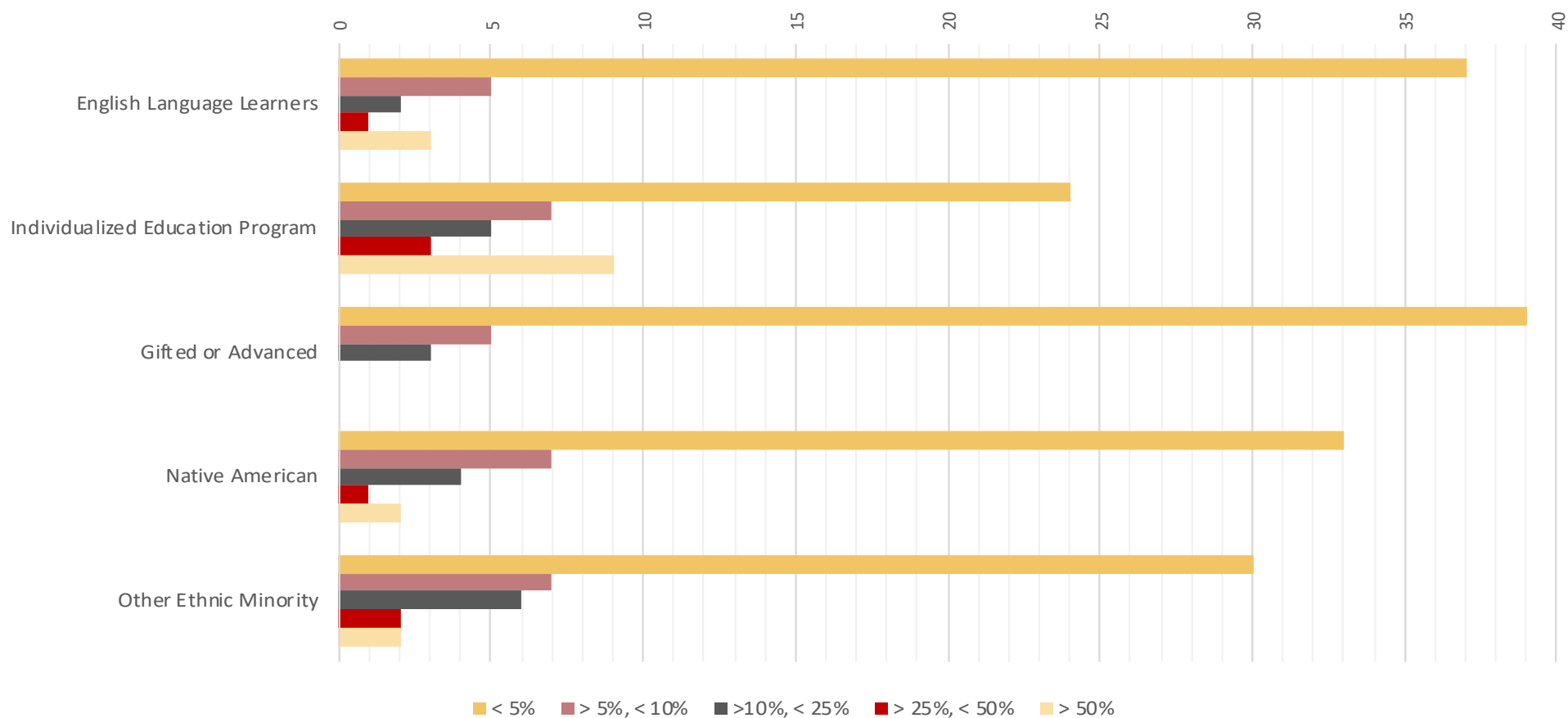
## Current Grade Level



Number of Respondents: 51

## Approximately what percentage of your class belongs to each of these special demographics categories?

Number of Respondents: 48, 48, 47, 47, 47 respectively



Please describe your Student Learning Objectives assessment:	Pre-test date	Post-test date	What was the Expected Average Growth (%) Goal that you set for your students?	Please paste a simple table of pre and post scores for your class (remove any names or other identifiers)	What was your students' Actual Average Growth (%)?	Please use this section to briefly describe why, in your professional opinion, your students did not meet, met, or exceeded the average growth goal identified above:																																																									
MAPS test data	8/1/22	12/1/22	projected RIT growth between 7-10 points	<table><tr><th>Fall RIT Score</th><th>Projected RIT Growth</th><th>Winter "goal"</th></tr><tr><td>172</td><td>9</td><td>181</td></tr><tr><td>166</td><td>9</td><td>175</td></tr><tr><td>191</td><td>7</td><td>198</td></tr><tr><td>156</td><td>10</td><td>166</td></tr><tr><td>175</td><td>9</td><td>184</td></tr><tr><td>164</td><td>10</td><td>174</td></tr><tr><td>169</td><td>9</td><td>178</td></tr><tr><td>162</td><td>10</td><td>172</td></tr><tr><td>182</td><td>8</td><td>190</td></tr><tr><td>173</td><td>9</td><td>182</td></tr><tr><td>172</td><td>9</td><td>181</td></tr><tr><td>177</td><td>8</td><td>185</td></tr><tr><td>165</td><td>9</td><td>174</td></tr><tr><td>173</td><td>9</td><td>182</td></tr><tr><td>170</td><td>9</td><td>179</td></tr><tr><td>175</td><td>9</td><td>184</td></tr><tr><td>176</td><td>8</td><td>184</td></tr><tr><td>161</td><td>10</td><td>171</td></tr></table>	Fall RIT Score	Projected RIT Growth	Winter "goal"	172	9	181	166	9	175	191	7	198	156	10	166	175	9	184	164	10	174	169	9	178	162	10	172	182	8	190	173	9	182	172	9	181	177	8	185	165	9	174	173	9	182	170	9	179	175	9	184	176	8	184	161	10	171		n/a
Fall RIT Score	Projected RIT Growth	Winter "goal"																																																													
172	9	181																																																													
166	9	175																																																													
191	7	198																																																													
156	10	166																																																													
175	9	184																																																													
164	10	174																																																													
169	9	178																																																													
162	10	172																																																													
182	8	190																																																													
173	9	182																																																													
172	9	181																																																													
177	8	185																																																													
165	9	174																																																													
173	9	182																																																													
170	9	179																																																													
175	9	184																																																													
176	8	184																																																													
161	10	171																																																													
Counting objects 1-20	8/1/21		All students should increase by at least 5 numbers counted.	I have not given the post test yet, as this is my first year.																																																											
I tested 6th graders on knowing how to complete math problems with decimals--adding, subtracting, multiplying, and dividing. Then also dividing fractions.	8/1/22	9/1/22	All students will show growth as they will know and understand how to compute decimal numbers and divide fractions, which is really "multiplying by the reciprocal"																																																												
Oral Reading Fluency	9/1/22	12/1/22	10-30%			My students have normally met the goals.																																																									

Please describe your Student Learning Objectives assessment:	Pre-test date	Post-test date	What was the Expected Average Growth (%) Goal that you set for your students?	Please paste a simple table of pre and post scores for your class (remove any names or other identifiers)	What was your students' Actual Average Growth (%)?	Please use this section to briefly describe why, in your professional opinion, your students did not meet, met, or exceeded the average growth goal identified above:																																																																																																																																					
The assessment I utilized was the Literacy Level Intervention curriculum from Fountas and Pinell. The running record assessment occurs every other lesson.	10/1/21	5/1/22	80% of the students in the Leveled Literacy Intervention (LLI) grades 1-4 will meet or exceed their growth goal towards mastery of comprehension and skills as measured in their individual reading level and the running record assessment within the LLI curriculum.	<table><thead><tr><th>Grade</th><th>Name</th><th>Starting Level</th><th>Mid Year Level- Grow at least 1 Level</th><th>End of the Year Level-</th><th>Goal: Growth Level by May 2022- Grow at least 3 Levels</th></tr></thead><tbody><tr><td>1</td><td></td><td>A</td><td>Yes-B</td><td>No-C</td><td>D</td></tr><tr><td>2</td><td></td><td>H</td><td>Yes-J</td><td>Yes-K</td><td>K</td></tr><tr><td>2</td><td></td><td>C</td><td>Yes-E</td><td>Yes-F</td><td>F</td></tr><tr><td>3</td><td></td><td>A</td><td>Student Changed Placements</td><td></td><td>D</td></tr><tr><td>3</td><td></td><td>K</td><td>Yes-L</td><td>Yes-N</td><td>N</td></tr><tr><td>3</td><td></td><td>K</td><td>Yes-L</td><td>Yes-N</td><td>N</td></tr><tr><td>3</td><td></td><td>K</td><td>Yes-L</td><td>Yes-N</td><td>N</td></tr><tr><td>3</td><td></td><td>K</td><td>Yes-L</td><td>Yes-N</td><td>N</td></tr><tr><td>3</td><td></td><td>K</td><td>Yes-L</td><td>Yes-N</td><td>N</td></tr><tr><td>4</td><td></td><td>L</td><td>Yes-M</td><td>Yes-O</td><td>O</td></tr><tr><td>4</td><td></td><td>L</td><td>Yes-M</td><td>Yes-O</td><td>O</td></tr><tr><td>4</td><td></td><td>L</td><td>Yes-M</td><td>No-M</td><td>O</td></tr><tr><td>4</td><td></td><td>L</td><td>Yes-M</td><td>Yes-O</td><td>O</td></tr><tr><td>4</td><td></td><td>L</td><td>Yes-M</td><td>Home School</td><td>O</td></tr><tr><td></td><td></td><td></td><td></td><td>10/12</td><td></td></tr></tbody></table>	Grade	Name	Starting Level	Mid Year Level- Grow at least 1 Level	End of the Year Level-	Goal: Growth Level by May 2022- Grow at least 3 Levels	1		A	Yes-B	No-C	D	2		H	Yes-J	Yes-K	K	2		C	Yes-E	Yes-F	F	3		A	Student Changed Placements		D	3		K	Yes-L	Yes-N	N	3		K	Yes-L	Yes-N	N	3		K	Yes-L	Yes-N	N	3		K	Yes-L	Yes-N	N	3		K	Yes-L	Yes-N	N	4		L	Yes-M	Yes-O	O	4		L	Yes-M	Yes-O	O	4		L	Yes-M	No-M	O	4		L	Yes-M	Yes-O	O	4		L	Yes-M	Home School	O					10/12		83% 10 out of 12 of the students have gained three reading levels in the 2021-2022 school year.	One thing that went well is I was able to go at the student's pace. For example, if the book was a harder one we were able to slow down to work through it. Also, the groups were able to be smaller for the majority of the groups. I want to refine the comprehension skills of my students. It seems this is an area most of them struggle with.																																					
Grade	Name	Starting Level	Mid Year Level- Grow at least 1 Level	End of the Year Level-	Goal: Growth Level by May 2022- Grow at least 3 Levels																																																																																																																																						
1		A	Yes-B	No-C	D																																																																																																																																						
2		H	Yes-J	Yes-K	K																																																																																																																																						
2		C	Yes-E	Yes-F	F																																																																																																																																						
3		A	Student Changed Placements		D																																																																																																																																						
3		K	Yes-L	Yes-N	N																																																																																																																																						
3		K	Yes-L	Yes-N	N																																																																																																																																						
3		K	Yes-L	Yes-N	N																																																																																																																																						
3		K	Yes-L	Yes-N	N																																																																																																																																						
3		K	Yes-L	Yes-N	N																																																																																																																																						
4		L	Yes-M	Yes-O	O																																																																																																																																						
4		L	Yes-M	Yes-O	O																																																																																																																																						
4		L	Yes-M	No-M	O																																																																																																																																						
4		L	Yes-M	Yes-O	O																																																																																																																																						
4		L	Yes-M	Home School	O																																																																																																																																						
				10/12																																																																																																																																							
We use MAPS testing to complete our SLO. We use this as part of the title program at our school	8/1/22	12/1/22	80%		84%	They met the goal due to our work in class and using assessments that were rigorous and appropriate as well as data driven and scientifically researched.																																																																																																																																					
Go to the bathroom independently	8/1/22	12/1/22	6/6 students will use the bathroom independently.	Two are in diapers and have never used the toilet. Three can use the bathroom with continuous prompting and visuals.																																																																																																																																							
For our SLO we use the NWEA MAPS assessment. We are looking at their reading comprehension score for Informational Text. We look at their Fall 2022 score and compare it to their Winter 2022 score. We want to see an increase in their score anywhere from 5 to 12	8/1/22	12/1/22	I wanted my students raise their score by at least 5% each group has a certain goal.	<table><thead><tr><th>First Name</th><th>Last Name</th><th>Fall RC Score</th><th>Increase of Words per Mintue</th><th>Goal Score</th><th>Winter RC Score</th><th>Met/Didn't make by...</th></tr></thead><tbody><tr><td>A</td><td>1</td><td>147</td><td>7</td><td>154</td><td></td><td></td></tr><tr><td>B</td><td>2</td><td>152</td><td>7</td><td>159</td><td></td><td></td></tr><tr><td>C</td><td>3</td><td>157</td><td>7</td><td>164</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>D</td><td>4</td><td>159</td><td>6</td><td>165</td><td></td><td></td></tr><tr><td>E</td><td>5</td><td>160</td><td>6</td><td>166</td><td></td><td></td></tr><tr><td>F</td><td>6</td><td>168</td><td>6</td><td>174</td><td></td><td></td></tr><tr><td>G</td><td>7</td><td>171</td><td>6</td><td>177</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>H</td><td>8</td><td>173</td><td>5</td><td>178</td><td></td><td></td></tr><tr><td>I</td><td>9</td><td>176</td><td>5</td><td>181</td><td></td><td></td></tr><tr><td>J</td><td>10</td><td>176</td><td>5</td><td>181</td><td></td><td></td></tr><tr><td>K</td><td>11</td><td>178</td><td>5</td><td>183</td><td></td><td></td></tr><tr><td>L</td><td>12</td><td>180</td><td>5</td><td>185</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>M</td><td>13</td><td>191</td><td>4</td><td>195</td><td></td><td></td></tr><tr><td>N</td><td>14</td><td>192</td><td>4</td><td>196</td><td></td><td></td></tr><tr><td>O</td><td>15</td><td>200</td><td>4</td><td>204</td><td></td><td></td></tr></tbody></table>	First Name	Last Name	Fall RC Score	Increase of Words per Mintue	Goal Score	Winter RC Score	Met/Didn't make by...	A	1	147	7	154			B	2	152	7	159			C	3	157	7	164										D	4	159	6	165			E	5	160	6	166			F	6	168	6	174			G	7	171	6	177										H	8	173	5	178			I	9	176	5	181			J	10	176	5	181			K	11	178	5	183			L	12	180	5	185										M	13	191	4	195			N	14	192	4	196			O	15	200	4	204				ONLY PRETEST SCORES ARE AVAILABLE
First Name	Last Name	Fall RC Score	Increase of Words per Mintue	Goal Score	Winter RC Score	Met/Didn't make by...																																																																																																																																					
A	1	147	7	154																																																																																																																																							
B	2	152	7	159																																																																																																																																							
C	3	157	7	164																																																																																																																																							
D	4	159	6	165																																																																																																																																							
E	5	160	6	166																																																																																																																																							
F	6	168	6	174																																																																																																																																							
G	7	171	6	177																																																																																																																																							
H	8	173	5	178																																																																																																																																							
I	9	176	5	181																																																																																																																																							
J	10	176	5	181																																																																																																																																							
K	11	178	5	183																																																																																																																																							
L	12	180	5	185																																																																																																																																							
M	13	191	4	195																																																																																																																																							
N	14	192	4	196																																																																																																																																							
O	15	200	4	204																																																																																																																																							

InTASC Category	Standard # 1: Learner Development		Standard #2: Learning Differences	Standard #3: Learning Environments	Standard #4: Content Knowledge	
Original Standard	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.		The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	
Survey Question	On a scale of 1-6, 1 being "Not at All Prepared" and 6 being "Very Well Prepared", how well did your undergraduate teacher education program prepare you to:					
	understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas	design and implement developmentally appropriate and challenging learning experiences	use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation	understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches	create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content
Avg	5.25	4.81	4.63	5.00	5.25	5.00
Std	0.58	0.91	1.36	1.03	0.68	0.73
N	16	16	16	16	16	16
6	31%	25%	31%	38%	38%	25%
5	63%	38%	31%	38%	50%	50%
4	6%	31%	19%	13%	13%	25%
3	0%	6%	6%	13%	0%	0%

\*there were no ratings of 2 or 1

InTASC Category	Standard #5: Application of Content	Standard #6: Assessment			Standard #7: Planning for Instruction	Standard #8: Instructional Strategies
Original Standard	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.			The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and community context	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
Survey Question	On a scale of 1-6, 1 being "Not at All Prepared" and 6 being "Very Well Prepared", how well did your undergraduate teacher education program prepare you to:					
	understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues	understand and use multiple methods of assessment to engage learners in their own growth	understand and use multiple methods of assessment to monitor learner progress	understand and use multiple methods of assessment to guide the teacher's and learner's decision making	plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and	understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
Avg	4.94	5.19	5.13	5.13	4.88	5.13
Std	0.85	0.91	0.72	0.72	0.89	0.96
N	16	16	16	16	16	16
6	25%	44%	31%	31%	25%	44%
5	50%	38%	50%	50%	44%	31%
4	19%	13%	19%	19%	25%	19%
3	6%	6%	0%	0%	6%	6%

\*there were no ratings of 2 or 1

## Comments

I remember differentiated instruction coming up a lot in undergrad courses.
Again, student teaching was the main thing that prepared me for this. Certain classes gave me some ideas here and there.
I believe I had to take as many, or almost as many, science courses as regular bio majors, so I felt very comfortable teaching almost all science material. Earth/space science was the only thing I had to look into before teaching.
I've only taught in small schools with very little diversity, so this hasn't come up much.
I feel that I was very well prepared since I already had my Early Childhood Education degree, however, I feel that
As a bio major, I had one methods class, which was fine. Student teaching was where I learned how to adjust lesson plans to appropriate grade levels and student needs.
We learned a lot on the IEP/504 students, need more on the higher achievers as far as differentiated instruction.
I don't necessarily feel like I was supported in WHAT a challenging learning experience should look like; we definitely talked about how learning experiences should be challenging, but didn't necessarily have to work on preparing a lesson plan(s) specifically designed to be challenging.
We learned a lot on the IEP/504 students, need more on the higher achievers as far as differentiated instruction.
I wish in my science methods we would have had a few more specific inquiry experiences/examples. We talked about the importance, but I didn't come out with an arsenal of inquiry activities.
I don't remember learning much about this. It got covered more in my grad courses.
Another thing I think was covered more in grad school. Maybe I just don't remember what course it was apart of in undergrad.
I am so grateful for the education that I received at NSU. I feel that I was very prepared for my future.
I have a good idea of how to help different types of learners grow, but I am not always confident in what different ages should know.
Having to do the long and extensive lesson plans really helped me when I got my first teaching job, in the way that I know what is expected. I didn't have to type out the big long lesson plan every time, but having to do it and always keeping that in mind was a great tool.
I had a coworker mentor me through the recertification process, and it still confuses me. I do feel very confident in my ability to receive ongoing professional development through the workshops that NSU offers (that would be a 6)
Recommend teaching future SPED teachers how to do progress monitoring on IEP goals. This is an area I never received.
I feel like I am prepared to assess students and design instruction based off of those assessments.
NSU has prepared me well in this area.
In most areas, I feel very prepared. I struggle a little bit with handling situations of bullying, so some more guidance there would be nice.
Math, Science, and Social Studies, I feel like I am well-prepared. I have a harder time teaching reading.
Yes, I am well prepared.
I have a good idea of how to help different types of learners grow, but I am not always confident
Not much time on differentiation in higher level learners



# SD EPP Teacher Effectiveness and P-12 Student Impact Project Survey MOU

The purpose of this Memorandum of Understanding (MOU) is to define the process and collaboration for collecting educator preparation completer feedback from certified, active teachers in the state of South Dakota.

The Teacher Education Program for the Northern State University Millicent Atkins School of Education has developed a plan for collecting this feedback, as well as feedback regarding P-12 student impact, through the use of two survey forms. The first survey will collect data related to the satisfaction of program completers regarding their initial preparation for certification. This survey is aligned to the 10 InTASC standards; each standard component has been rephrased into the form of a question. A draft of this survey can be reviewed here:

[https://northern.formstack.com/forms/south\\_dakota\\_educator\\_preparation\\_program\\_completer\\_survey](https://northern.formstack.com/forms/south_dakota_educator_preparation_program_completer_survey)

The second survey, which respondents to the first survey must opt in to receive, will ask that they provide their Student Learning Objectives data. The survey is designed to directly mirror the process the state Department of Education has delineated for building administrators to use in assessing teacher effectiveness. A draft of this survey can be reviewed here:

[https://northern.formstack.com/forms/sd\\_epp\\_teacher\\_effectiveness\\_and\\_p\\_12\\_student\\_impact\\_project\\_survey](https://northern.formstack.com/forms/sd_epp_teacher_effectiveness_and_p_12_student_impact_project_survey)

The Assessment Coordinator of the Teacher Education Program at Northern State University Millicent Atkins School of Education will agree to the following responsibilities as part of this collaboration:

- finalize and maintain the survey links
- collect all data from both surveys
- organize all data into a user friendly format
- create an aggregate summary of all EPPs' completer and SLO data
- send each institution's raw data and the aggregate summary to all active participant EPPs
- send each institution's raw data to all passive participant EPPs

Active participants:

1. will receive their own EPP's raw data as well as the aggregate summary
2. will agree to the following responsibilities as part of this collaboration:
  - assist as needed in disseminating the link to the completer survey
  - provide feedback regarding the process and value of the data received

Passive participants:

1. will receive their own EPP's raw data but not the aggregate summary
2. will agree to the following responsibilities as part of this collaboration:
  - provide feedback regarding the process and value of the data received

Non-participants will not receive any data from the project nor have any responsibility to the project.

EPP Representative Name \*

First Name

Last Name

EPP Representative Title \*



Phone \*

Email \*

EPP Institution Name \*

EPP Institution Address \*

Address Line 1

Address Line 2

City

State

ZIP Code

Please choose the participation level your institution \*

☐ Active Participation

☐ Passive Participation

☐ Non-participation

Submit Form

**Subject:** Re: help!  
**Date:** Tuesday, November 1, 2022 at 8:50:24 AM Central Daylight Time  
**From:** Hinze, April L  
**To:** Michelle Hanson  
**Attachments:** image001.png, image002.png, image003.png, image004.png, image005.png, image006.png, image007.png, image008.jpg, image009.png, image010.png, image011.png

Ah, yes. My failed proposal. I received a number of messages from members of that group wanting to stop the project. Many of them are concerned that their completers would not want to fill out multiple surveys and would therefore impact their data collection. These were the other BOR schools; tribals and privates seemed interested, but without the other BOR schools on board, we didn't think we could proceed as planned. For now, I sent it to our own completers and have had an abysmally low return rate. It is a lot of info that we are asking for and educators are reluctant to share anything about their students.

We are now also looking into how to change the administrative rule that appears to prevent the state from sharing data, which has already been collected from P-12 schools, with EPPs. We will also hold a couple of focus groups later this fall to try and gather some more useful data. So, for now, we are sort of stuck, waiting to see what happens at the state level.

I'm happy to offer assistance if you like, I am a national lead reviewer for CAEP. I wish I had better news on the project, I thought it was a good idea!

Thank you,

*April Hinze*

**APRIL HINZE**

*Assessment Coordinator*

---

📞 605-626-3969

✉️ April.Hinze@northern.edu

🌐 **northern.edu**



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 114*

---



**NORTHERN**

---

**From:** Michelle Hanson <Michelle.Hanson@usioxfalls.edu>

**Date:** Tuesday, November 1, 2022 at 8:40 AM

**To:** Hinze, April L <April.Hinze@northern.edu>

**Subject:** help!

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

Hi April, I apologize, I thought the past emails were included. We are working with CAEP and looking at program completion information. The last email on this topic I received was from May 26, 2022. I was wondering if there was any updated information on the process.

Thanks,

Michelle Hanson  
Chair, Fredrikson School of Education  
Certification Officer  
University of Sioux Falls  
1101 W. 22nd St. Sioux Falls, SD 57105  
[Michelle.Hanson@usioxfalls.edu](mailto:Michelle.Hanson@usioxfalls.edu)  
605-331-6714



---

**From:** Michelle Hanson

**Sent:** Tuesday, November 1, 2022 8:15 AM

**To:** 'April.Hinze@northern.edu' <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>

**Subject:** help!

**Importance:** High

Hi April,

I was wondering if you could send me any more information about this project? Any information would be appreciated! Thank you!

Dr. Michelle Hanson  
Chair, Fredrikson School of Education  
Certification Officer  
University of Sioux Falls  
1101 W. 22nd St. Sioux Falls, SD 57105  
[Michelle.Hanson@usioxfalls.edu](mailto:Michelle.Hanson@usioxfalls.edu)  
605-331-6714



**From:** Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>  
**Sent:** Wednesday, August 3, 2022 1:34 PM  
**To:** Schwan, Anna M <[Anna.Schwan@northern.edu](mailto:Anna.Schwan@northern.edu)>  
**Subject:** Re: Standard 4.1

Yes, Smarter Balance scores from the schools would be ideal but that is what is prohibited by administrative rules, I believe. I'll try to find it - the BoR site isn't user friendly on mobile but I'll use google!

I strongly doubt schools would be willing to share SLO data and I'm not sure that they would be allowed to; that's why we have focused on the teachers. Yes, they can skew results but that is the chance we take with a survey.

We need the rule changed to allow for the data we actually need.

Thank you,  
April Hinze

Sent from my iPhone

On Aug 3, 2022, at 1:09 PM, Schwan, Anna M <[Anna.Schwan@northern.edu](mailto:Anna.Schwan@northern.edu)> wrote:

If we were able to collect data from the schools, could we use smarter balanced scores? I'm wondering what would be the most authentic way....teachers can always skew their results if they send it directly to us. Ideally, would it be that schools send us the SLO data from teachers or would more standardized test results be a stronger way?

I don't think we're going to get much support from the other BOR schools; we're so much in competition right now for students that even in the spirit of collaboration, it's not....if you know what I mean.

---

**From:** Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>  
**Sent:** Wednesday, August 3, 2022 9:56 AM  
**To:** Schwan, Anna M <[Anna.Schwan@northern.edu](mailto:Anna.Schwan@northern.edu)>  
**Subject:** Re: Standard 4.1

I don't know the statute number offhand but it's part of the administrative rules. I can find it as soon as I have my computer. School districts are not allowed to share the data but we can get it from individual teachers.

That's why I wrote the surveys I did, which would give us exactly what we need. In the SLO survey we are asking for individual teachers to provide their growth percentage as well as the assessment they use, if they are willing. The only point we are stuck on right now, is that I would like to collect this data from as many teachers in the field as possible and then disaggregate the data by EPP. It is ready to go as of right now to our own completers, I am only waiting with the hopes of resurrecting a cooperative plan with the other EPP in the state. I want the data from other EPPs specifically so we can measure our own progress against the aggregate. This is what will add value to the data, the comparative peace. Without it, it doesn't actually tell us much. But, even without the comparative data, it is likely enough to satisfy CAEP, for now.

If the other EPPs in the state are not willing to participate in a cooperative project, then we will have to go it on our own and I think we should really push for a change to the administrative rules. I just don't know how to go about that part.

Thank you,  
April Hinze

Sent from my iPhone

On Aug 3, 2022, at 9:40 AM, Schwan, Anna M <[Anna.Schwan@northern.edu](mailto:Anna.Schwan@northern.edu)> wrote:

Hi,

I decided I'm really fricken tired of not being able to properly measure our completers' effectiveness. I want to do something about it and I know it's going to be a huge thing, but we've got to start somewhere. This is ridiculous; if we continue to use CAEP, we're going to have to band together (institutions) to change the policy/law/rule, whatever.

So...

1. Where does it say that schools can't share results of smarter balanced testing scores (without names of course) with teacher prep programs.
2. From your perspective, what data would help us meet standard 4.1.



**ANNA SCHWAN, Ed.D.**

*Interim Dean | Millicent Atkins School of Education*

---

📞 605-626-7783

✉️ [Anna.Schwan@northern.edu](mailto:Anna.Schwan@northern.edu)

🌐 **northern.edu**



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401



**NORTHERN**

**Subject:** Re: [EXT] Re: MOU and CAEP data  
**Date:** Tuesday, June 7, 2022 at 10:10:12 AM Central Daylight Time  
**From:** Hinze, April L  
**To:** Silva, Betsy  
**Attachments:** image001.png, image002.png, image003.png, image004.png, image005.jpg, image006.png, image007.png, image008.png, image026.png, image027.png, image028.png, image029.png, image030.png, image031.jpg, image032.png, image033.png, image034.png, image035.png, image036.png, image037.png, image038.png, image039.png, image040.jpg, image041.png, image042.png, image043.png, image044.png, image045.png, image046.png, image047.png, image048.jpg, image049.png, image050.png, image051.png

We don't know each other all that well, even after all these years working together, but trust me, it takes a lot more than that to offend me!! I am solution oriented, always. We will work it out, I have no doubt of that.

Thank you,

*April Hinze*

**APRIL HINZE**

*Assessment Coordinator*

---

📞 605-626-3969

✉️ April.Hinze@northern.edu

🌐 **northern.edu**



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 114*

---



**NORTHERN**

---

**From:** Silva, Betsy <Betsy.Silva@bhsu.edu>  
**Date:** Tuesday, June 7, 2022 at 10:05 AM  
**To:** Hinze, April L <April.Hinze@northern.edu>  
**Subject:** RE: [EXT] Re: MOU and CAEP data



**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

Hi April,

I'm really glad to see this – I was concerned I had offended or angered you. It's just 'where we are at' right now with our process as we are in the 'detailed data collection' mode right now. Your initiative with this is appreciated and I'm sure our group will work something out.

Betsy

**Dr. Betsy Silva**  
**Dean for the**  
**College of Education and Behavioral Sciences**  
**605.642.6550**



"The moment my legs begin to move, my thoughts begin to flow" H.D. Thoreau

---

**From:** Hinze, April L <April.Hinze@northern.edu>  
**Sent:** Tuesday, June 7, 2022 9:00 AM  
**To:** Silva, Betsy <Betsy.Silva@bhsu.edu>  
**Cc:** LaDuke-Pelster, Faye <Faye.LaDuke@bhsu.edu>  
**Subject:** [EXT] Re: MOU and CAEP data

Hi Betsy –

I haven't responded only because I am trying to re-think the idea. I've been contacted by a few different people expressing their thoughts on the idea, some for, others against. I understand the concerns; I'm trying to figure out how best to address and alleviate those concerns. I'd like to get a group discussion together but I have to wait as we are also in the middle of another change in leadership and our new dean is on vacation right now; we do have plans to discuss this on her return. I have wanted to email the whole group but I'm not quite sure what to say at this point. I do apologize for not responding at all; I did intend to but not knowing what to say yet has sort of left me in limbo at the moment.

Thank you,

*April Hinze*

**APRIL HINZE**  
Assessment Coordinator

---

☎ 605-626-3969

✉ [April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)

🌐 [northern.edu](http://northern.edu)



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 114*



**NORTHERN**

---

**From:** Silva, Betsy <[Betsy.Silva@bhsu.edu](mailto:Betsy.Silva@bhsu.edu)>  
**Date:** Tuesday, June 7, 2022 at 9:44 AM  
**To:** Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>  
**Cc:** LaDuke-Pelster, Faye <[faye.laduke@bhsu.edu](mailto:faye.laduke@bhsu.edu)>  
**Subject:** MOU and CAEP data

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

Hello April,

Could we set up a time to discuss the process? I'm hoping the lack of response isn't indicative of concerns that we couldn't talk or work through.

Thank you,  
Betsy

**Dr. Betsy Silva**  
**Dean for the**  
**College of Education and Behavioral Sciences**  
**605.642.6550**



"The moment my legs begin to move, my thoughts begin to flow" H.D. Thoreau

**From:** Silva, Betsy  
**Sent:** Friday, May 27, 2022 2:44 PM  
**To:** [april.hinze@northern.edu](mailto:april.hinze@northern.edu)  
**Cc:** LaDuke-Pelster, Faye <[Faye.LaDuke@bhsu.edu](mailto:Faye.LaDuke@bhsu.edu)>  
**Subject:** RE: [EXT] Re: Completer Data

Hello April,

As noted prior, BHSU has a process, and while we appreciate the intent of this, we are concerned that our BHSU completer participation would be negatively impacted if asked to complete somewhat similar surveys. That would skew data for both surveys. If I remember correctly, USD also had a tool and process.

I'm sure this is not intentional, but as written, the MOU 'forces' participation. From a research design standpoint, ethically it would be more appropriate to exclude institutions who are not participating.

BHSU would certainly share our tool. I'm not sure where you are with aligning the embedded tool with CAEP sufficiency, but we've already done Lawshe so it would benefit everyone to have a tool w a val coeff which is a level up from sufficiency tables.

Let's talk further,  
Betsy

**Dr. Betsy Silva**  
**Dean for the**  
**College of Education and Behavioral Sciences**  
**605.642.6550**



"The moment my legs begin to move, my thoughts begin to flow" H.D. Thoreau

**From:** Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>  
**Sent:** Thursday, May 26, 2022 11:23 AM  
**To:** [laurie.daily@augie.edu](mailto:laurie.daily@augie.edu); [sharon.andrews@augie.edu](mailto:sharon.andrews@augie.edu); Silva, Betsy <[Betsy.Silva@bhsu.edu](mailto:Betsy.Silva@bhsu.edu)>; LaDuke-Pelster, Faye <[Faye.LaDuke@bhsu.edu](mailto:Faye.LaDuke@bhsu.edu)>; Dowding, SharlaKay <[Sharla.Dowding@bhsu.edu](mailto:Sharla.Dowding@bhsu.edu)>; Hawkes, Mark <[mark.hawkes@dsu.edu](mailto:mark.hawkes@dsu.edu)>; [megan.schuh@dsu.edu](mailto:megan.schuh@dsu.edu); Rawstern, Shelly <[shelly.rawstern@dsu.edu](mailto:shelly.rawstern@dsu.edu)>;

[ashley.digmann@dwu.edu](mailto:ashley.digmann@dwu.edu); [melissa.weber@dwu.edu](mailto:melissa.weber@dwu.edu); [cchrystal@mountmarty.edu](mailto:cchrystal@mountmarty.edu); [jennifer.weber@mountmarty.edu](mailto:jennifer.weber@mountmarty.edu); Ohmer, Doug <[doug.ohmer@northern.edu](mailto:doug.ohmer@northern.edu)>; Exner, Abby F <[abby.exner@northern.edu](mailto:abby.exner@northern.edu)>; Schwan, Anna M <[anna.schwan@northern.edu](mailto:anna.schwan@northern.edu)>; Wold, Cheryl M <[cheryl.wold@northern.edu](mailto:cheryl.wold@northern.edu)>; [samiotte@olc.edu](mailto:samiotte@olc.edu); [tbauck@olc.edu](mailto:tbauck@olc.edu); [lolsen@olc.edu](mailto:lolsen@olc.edu); Barnes, Paul <[paul.barnes@sdstate.edu](mailto:paul.barnes@sdstate.edu)>; Trenhaile, Jay <[jay.trenhaile@sdstate.edu](mailto:jay.trenhaile@sdstate.edu)>; Hales, Patrick <[patrick.hales@sdstate.edu](mailto:patrick.hales@sdstate.edu)>; [cheryl.medearis@sintegleska.edu](mailto:cheryl.medearis@sintegleska.edu); [dan.seibel@sintegleska.edu](mailto:dan.seibel@sintegleska.edu); Schweinle, Amy <[amy.schweinle@usd.edu](mailto:amy.schweinle@usd.edu)>; Kindle, Karen J <[karen.kindle@usd.edu](mailto:karen.kindle@usd.edu)>; Wiebers, Robin <[robin.wiebers@usd.edu](mailto:robin.wiebers@usd.edu)>; [Michelle.Hanson@usiouxfalls.edu](mailto:Michelle.Hanson@usiouxfalls.edu); [Kama.konda-varilek@usiouxfalls.edu](mailto:Kama.konda-varilek@usiouxfalls.edu)

**Subject:** [EXT] Re: Completer Data

**Importance:** High

Hi all –

It has taken some time for me to get this put together, but I have an MOU form for every SD EPP to please complete, indicating whether you wish to participate in this plan for collecting completer date:

[https://northern.formstack.com/forms/sd\\_epp\\_teacher\\_effectiveness\\_and\\_p\\_12\\_student\\_impact\\_project\\_survey\\_mou](https://northern.formstack.com/forms/sd_epp_teacher_effectiveness_and_p_12_student_impact_project_survey_mou)

Please look it over and let me know any thoughts you have on the matter. I realize some EPPs have already said they do or not want to participate; please complete the very brief form in either case. Thank you so much!!

Thank you,

*April Hinze*

**APRIL HINZE**

*Assessment Coordinator*

---

☎ 605-626-3969

✉ [April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)

🌐 **northern.edu**



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 114*

---



## NORTHERN

**From:** Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>

**Date:** Thursday, April 14, 2022 at 2:22 PM

**To:** [laurie.daily@augie.edu](mailto:laurie.daily@augie.edu) <[laurie.daily@augie.edu](mailto:laurie.daily@augie.edu)>, [sharon.andrews@augie.edu](mailto:sharon.andrews@augie.edu) <[sharon.andrews@augie.edu](mailto:sharon.andrews@augie.edu)>, Silva, Betsy <[betsy.silva@bhsu.edu](mailto:betsy.silva@bhsu.edu)>, LaDuke-Pelster, Faye <[faye.laduke@bhsu.edu](mailto:faye.laduke@bhsu.edu)>, Dowding, SharlaKay <[sharla.dowding@bhsu.edu](mailto:sharla.dowding@bhsu.edu)>, Hawkes, Mark <[mark.hawkes@dsu.edu](mailto:mark.hawkes@dsu.edu)>, Schuh, Megan <[megan.schuh@dsu.edu](mailto:megan.schuh@dsu.edu)>, Rawstern, Shelly <[shelly.rawstern@dsu.edu](mailto:shelly.rawstern@dsu.edu)>, [ashley.digmann@dwu.edu](mailto:ashley.digmann@dwu.edu) <[ashley.digmann@dwu.edu](mailto:ashley.digmann@dwu.edu)>, [melissa.weber@dwu.edu](mailto:melissa.weber@dwu.edu) <[melissa.weber@dwu.edu](mailto:melissa.weber@dwu.edu)>, [cchrysal@mountmarty.edu](mailto:cchrysal@mountmarty.edu) <[cchrysal@mountmarty.edu](mailto:cchrysal@mountmarty.edu)>, [jennifer.weber@mountmarty.edu](mailto:jennifer.weber@mountmarty.edu) <[jennifer.weber@mountmarty.edu](mailto:jennifer.weber@mountmarty.edu)>, Ohmer, Doug <[doug.ohmer@northern.edu](mailto:doug.ohmer@northern.edu)>, Exner, Abby F <[ABBY.EXNER@NORTHERN.EDU](mailto:ABBY.EXNER@NORTHERN.EDU)>, Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>, Schwan, Anna M <[Anna.Schwan@northern.edu](mailto:Anna.Schwan@northern.edu)>, Wold, Cheryl M <[Cheryl.Wold@northern.edu](mailto:Cheryl.Wold@northern.edu)>, [samiotte@olc.edu](mailto:samiotte@olc.edu) <[samiotte@olc.edu](mailto:samiotte@olc.edu)>, [tbauck@olc.edu](mailto:tbauck@olc.edu) <[tbauck@olc.edu](mailto:tbauck@olc.edu)>, [lolsen@olc.edu](mailto:lolsen@olc.edu) <[lolsen@olc.edu](mailto:lolsen@olc.edu)>, Barnes, Paul <[paul.barnes@sdstate.edu](mailto:paul.barnes@sdstate.edu)>, Trenhaile, Jay <[jay.trenhaile@sdstate.edu](mailto:jay.trenhaile@sdstate.edu)>, Hales, Patrick <[patrick.hales@sdstate.edu](mailto:patrick.hales@sdstate.edu)>, [cheryl.medearis@sintegleska.edu](mailto:cheryl.medearis@sintegleska.edu) <[cheryl.medearis@sintegleska.edu](mailto:cheryl.medearis@sintegleska.edu)>, [dan.seibel@sintegleska.edu](mailto:dan.seibel@sintegleska.edu) <[dan.seibel@sintegleska.edu](mailto:dan.seibel@sintegleska.edu)>, Schweinle, Amy <[amy.schweinle@usd.edu](mailto:amy.schweinle@usd.edu)>, Kindle, Karen J <[karen.kindle@usd.edu](mailto:karen.kindle@usd.edu)>, Wiebers, Robin <[robin.wiebers@usd.edu](mailto:robin.wiebers@usd.edu)>, [Michelle.Hanson@usiouxfalls.edu](mailto:Michelle.Hanson@usiouxfalls.edu) <[Michelle.Hanson@usiouxfalls.edu](mailto:Michelle.Hanson@usiouxfalls.edu)>, [Kama.konda-varilek@usiouxfalls.edu](mailto:Kama.konda-varilek@usiouxfalls.edu) <[Kama.konda-varilek@usiouxfalls.edu](mailto:Kama.konda-varilek@usiouxfalls.edu)>

**Subject:** Completer Data

Good afternoon everyone,

I am reaching out today to propose a cooperative effort among all SD EPPs to collect and share teacher effectiveness and P-12 impact data. I've brought the idea up a few times in different groups with mostly positive feedback but it's been difficult to figure out how to proceed.

EDC members will recall that the mentor academy taking place this summer was initially going to include time/space for all EPPs to hold focus groups/round tables with completers; due to the overwhelming response from teachers wanting to attend, the event format has been changed in a way that will not allow for those planned sessions. This made me again think that a collaborative project would solve many of our EPPs'

individual problems with gathering relevant and reliable data.

I believe that this project would be easy to complete and yield the data we all need. I designed a survey for all active certified teachers in the state to share their feedback on their preparation:

[https://northern.formstack.com/forms/south\\_dakota\\_educator\\_preparation\\_program\\_completer\\_survey](https://northern.formstack.com/forms/south_dakota_educator_preparation_program_completer_survey)

We could use a QR scan code for attendees to complete the brief survey. Then each EPP would get not only their own completers' data but also an aggregate summary to use for comparison. I could add a question on the bottom of that survey that asks if they would be willing to share their SLO data via a secondary survey (to be emailed to them so they can complete it at another time when they have access to their assessment data). I have a draft of that survey here:

[https://northern.formstack.com/forms/slo\\_survey](https://northern.formstack.com/forms/slo_survey)

Results from both of these surveys would be informative and useful as evidence for accreditation for all of us.

Now, the reason I am contacting this group in particular is because it is the best way I know to reach all EPPs and I think this could be a re-uniting project for the group, giving us some direction and purpose, as well as a solution for the question of what to do with the money that is currently in treasury, or some of it at least. We all know that survey response rates can be abysmal if you are not offering something to induce people to scan your link. Perhaps this group could use some of the money to offer prizes for completing the first survey and a better prize for completing the second (sweepstakes style)?

What are your thoughts? I'm open to changing anything that I've already created or rethinking the idea entirely if anyone has suggestions!!

Thank you,

*April Hinze*

**APRIL HINZE**

*Assessment Coordinator*

---

☎ 605-626-3969

✉ [April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)

🌐 **northern.edu**



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 114*

**Subject:** Re: Ideas  
**Date:** Friday, April 1, 2022 at 11:59:44 AM Central Daylight Time  
**From:** Schwan, Anna M  
**To:** Hinze, April L  
**Attachments:** image001.png, image002.png, image003.png, image004.png, image005.jpg, image006.png, image007.png, image008.png, image009.png, image010.png, image011.png, image012.png, image013.jpg, image014.png, image015.png, image016.png

Awesome, thank you!

I'll visit with Betsy at BH and see what she thinks about how to best proceed and then I'll pull in Tiffany to get a feel for how much they'll help us.

**ANNA SCHWAN, Ed.D.**

*Assistant Professor of Education  
Department Chair of Teacher Education  
School of Education Graduate Programs Recruiter  
Coordinator of MS.Ed in Educational Studies and MS.Ed in Leadership and Administration*

---

☎ 605-626-2570

✉ Anna.Schwan@northern.edu

🌐 **northern.edu**



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

Gerber 140



**NORTHERN**

---

**From:** Hinze, April L <April.Hinze@northern.edu>  
**Sent:** Friday, April 1, 2022 11:11 AM  
**To:** Schwan, Anna M <Anna.Schwan@northern.edu>  
**Subject:** Re: Ideas

Haha I'm glad you "get" me; not everyone does!

Regarding state collected data:

[REDACTED]

The law outlined in this link prevents us from accessing P-12 assessment data tied to specific completers or completers from each EPP:

[https://sdlegislature.gov/Statutes/Codified\\_Laws/2041313](https://sdlegislature.gov/Statutes/Codified_Laws/2041313)

The administrative rule here demands that we collect relevant data for continuous improvement:

<https://sdlegislature.gov/Rules/Administrative/29666>

As I understand it, the law can only be changed by the legislature so I would imagine it would take combined effort from all, or at least most, SD EPPs, with the full support of the DOE, petitioning legislators to change it next year. I'm not sure exactly how to go about it, but I am sure it can be done.

Thank you,

*April Hinze*

**APRIL HINZE**

*Assessment Coordinator*

---

📞 605-626-3969

✉️ April.Hinze@northern.edu

🌐 **northern.edu**



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 114*

---



**NORTHERN**



**From:** Schwan, Anna M <Anna.Schwan@northern.edu>  
**Date:** Friday, April 1, 2022 at 9:18 AM  
**To:** Hinze, April L <April.Hinze@northern.edu>  
**Subject:** Re: Ideas

Ahhh, I just love you! I'll create a folder called "Deep thoughts with April." 😊

I agree with you, helping the Tribal Colleges rather than trying to selfishly get students here will be much more received. I'm going to invite Lara to our next department meeting and in the meantime, I'll talk to her and see what advice/information she can provide. We've got to be realistic, and recruiting Native students to campus isn't entirely realistic.

I also agree with you about the state data. Are you connected, through CAEP, to individuals from other states that could provide us with info on what they gather, process, etc.? That way, when I reach out to Tiffany and the others at the DOE, I've got some "stuff" to share....

THANK YOU! Keep 'em comin'!

**ANNA SCHWAN, Ed.D.**

*Assistant Professor of Education*

*Department Chair of Teacher Education*

*School of Education Graduate Programs Recruiter*

*Coordinator of MS.Ed in Educational Studies and MS.Ed in Leadership and Administration*

📞 605-626-2570

✉ Anna.Schwan@northern.edu

🌐 **northern.edu**



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 140*



**NORTHERN**

**From:** Hinze, April L <April.Hinze@northern.edu>  
**Sent:** Thursday, March 31, 2022 5:11 PM  
**To:** Schwan, Anna M <Anna.Schwan@northern.edu>  
**Subject:** Ideas

So, now that you are going to be the dean, you should probably get used to receiving random emails from me, detailing what I like to call my “brain droppings” (thank you George Calin for that phrase!). Some will be brilliant, some ridiculous, some amazing but impossible, and some that are, frankly, just weird. Judge accordingly. Consider this email Volume 1:

- 1, Regarding recruiting Native American candidates: I wonder if it might not be better if we focus on helping the tribal colleges that have teacher preparation programs improve their program and obtain accreditation. There has to be some sort of grant out there that would fit, right? If we help them get into good shape, then they will produce quality teachers that may then be encouraged to pursue a MSED at NSU. Maybe there could be some courses that candidates take from NSU online under the guidance of one of their faculty? It seems like efforts to draw them here are not working so why don't we meet them where they are by helping the EPP? May be crazy, idk
2. How do we get rid of the legislative rule that keeps state-collected P-12 performance data from being shared with EPPs? We need to do that.
3. If not, we need to arrange a collaborative project with all EPPs in the state for:
  - a. P-12 SLO data
  - b. Common Alumni and Employer surveys

That's it for the moment but Volume 2 could be headed your way at any date or time!

Thank you,

*April Hinze*

**APRIL HINZE**

*Assessment Coordinator*

---

📞 605-626-3969

✉️ April.Hinze@northern.edu

🌐 **northern.edu**



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 114*

---

**Subject:** RE: SA Presentation Information  
**Date:** Thursday, April 14, 2022 at 12:50:56 PM Central Daylight Time  
**From:** Riedy, Kathy  
**To:** Hinze, April L  
**CC:** Schwan, Anna M  
**Attachments:** image009.png, image010.png, image011.png, image012.png, image029.png, image030.png, image031.png, image032.png, image033.jpg, image034.png, image035.png, image036.png, image037.png, image038.png, image039.png, image040.png, image041.png, image042.png, image043.png, image044.png, image045.jpg, image046.png, image047.png, image048.png, image049.png, image050.png, image051.png, image052.png

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

I think the alternative plan that Kelly was going to offer you all was booth space at the event. So this might be something you could do through your booth. I know the program won't want to send out a survey because they want to avoid any possible perception that the mentor program is evaluative in nature. But I definitely think you could do this through your booth.



## Kathy Riedy

Administrator of Accreditation

SOUTH DAKOTA DEPARTMENT OF EDUCATION

[kathy.riedy@state.sd.us](mailto:kathy.riedy@state.sd.us)

605-773-4774 | 800 Governors Dr, Pierre | [doe.sd.gov](http://doe.sd.gov)



---

**From:** Hinze, April L <April.Hinze@northern.edu>  
**Sent:** Thursday, April 14, 2022 12:42 PM  
**To:** Riedy, Kathy <Kathy.Riedy@state.sd.us>  
**Cc:** Schwan, Anna <Anna.Schwan@northern.edu>  
**Subject:** Re: [EXT] SA Presentation Information

Ok, so I have a bit of a radical idea that I KNOW I could have ready in time for this event.

I have a survey that I created specifically to collect SLO data from certified teachers. I created it a while ago as part of our 2-part impact data plan. I would need to re-think the SLO data portion of it; but, it is set up in a

way that it could be used for completers from any EPP:

[https://northern.formstack.com/forms/slo\\_survey](https://northern.formstack.com/forms/slo_survey)

I also have an alumni survey designed specifically around InTASC that could be used (after editing out NSU-specific language) to collect feedback for all EPPs:

[https://northern.formstack.com/forms/nsu\\_millicent\\_atkins\\_se\\_complete\\_survey](https://northern.formstack.com/forms/nsu_millicent_atkins_se_complete_survey)

In lieu of the focus group/round tables we had hoped to hold, what if we created QR links to those two surveys for all event attendees to complete? Each EPP would then receive the data for all of their completers plus an aggregate summary for comparison.

The SDACTE group that is apparently dissolving has funds available with no use in mind; perhaps that group, which represents all SD EPPs, could fund a few gift cards to offer as incentives for completing the surveys?

If all EPPs agree, I am happy to do the work to get it all set up as I am at least 75% there already but would also welcome any help/feedback from the other EPPs. I'm just saying, it makes so much sense to do something like this and since the plan changed for the event, it would be an easy remedy.

Please let me know your thoughts on this as I will wait to hear from you before I contact anyone else.

Thank you,

*April Hinze*

**APRIL HINZE**

*Assessment Coordinator*

---

📞 605-626-3969

✉ [April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)

🌐 **northern.edu**



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 114*

---



**NORTHERN**

---




**From:** Riedy, Kathy <[Kathy.Riedy@state.sd.us](mailto:Kathy.Riedy@state.sd.us)>  
**Date:** Thursday, April 14, 2022 at 11:28 AM  
**To:** Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>  
**Subject:** RE: SA Presentation Information

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

I just ran over to visit with Kelly and she said she is planning to email you all to let you know what happened and to offer an alternative. Apparently with the huge number of people (1000ish) they had to revamp the format. ☹️ I do know that because of that they are looking at doing 2 summer academies next year and so hopefully it might be a possibility then. I am disappointed as well and so will continue to advocate for making it happen. I am so sorry!



## Kathy Riedy

Administrator of Accreditation  
SOUTH DAKOTA DEPARTMENT OF EDUCATION  
[kathy.riedy@state.sd.us](mailto:kathy.riedy@state.sd.us)  
605-773-4774 | 800 Governors Dr, Pierre | [doe.sd.gov](http://doe.sd.gov)  
  

---

**From:** Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>  
**Sent:** Thursday, April 14, 2022 11:07 AM  
**To:** Riedy, Kathy <[Kathy.Riedy@state.sd.us](mailto:Kathy.Riedy@state.sd.us)>  
**Subject:** FW: [EXT] SA Presentation Information

Hi Kathy –

Dr. Wold and I submitted to hold a focus group with NSU alumni and it was turned down. I'm a little confused as I thought you had said that they were going to plan for that? I will reach out to Kelly and Gwen, if appropriate, to see if there was some misunderstanding we had when we submitted the proposal. Is there any insight you can provide?

Thank you,

*April Hinze*

**APRIL HINZE**

Assessment Coordinator

---

📞 605-626-3969

 [April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)

 [northern.edu](http://northern.edu)



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 114*



**NORTHERN**

---

**From:** Taylor, Gwen <[Gwen.Taylor@state.sd.us](mailto:Gwen.Taylor@state.sd.us)>

**Date:** Wednesday, April 13, 2022 at 4:50 PM

**To:** Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>

**Subject:** SA Presentation Information

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

Hello,

Thank you so much for submitting a proposal for the Statewide Mentoring Conference. Unfortunately, your session Northern State University Alumni Focus Group has not been selected for the conference this year.

This year, with the large number of participants in one location we decided to do longer sessions in much larger rooms this reduces the number of sessions that we have done in the past.

We hope that you consider submitting a proposal again next year.

Thank you,



**Kelly Royer and Gwen Taylor**

Educator Program Specialists

SOUTH DAKOTA DEPARTMENT OF EDUCATION

[sdmentoring@state.sd.us](mailto:sdmentoring@state.sd.us)

| 800 Governors Dr, Pierre | [doe.sd.gov](http://doe.sd.gov)



**Subject:** Re: [EXT] Re: Completer Data  
**Date:** Monday, May 30, 2022 at 11:30:28 AM Central Daylight Time  
**From:** Hinze, April L  
**To:** Schwan, Anna M  
**BCC:** Hinze, April L  
**Attachments:** image001.png, image002.png, image003.png, image004.png, image005.jpg, image006.png, image007.png, image008.png, image009.png, image010.png, image011.png, image012.png, image013.jpg, image014.png, image015.png, image016.png, image017.png, image018.png, image019.png, image020.png, image021.png, image022.jpg, image023.png, image024.png, image025.png, image026.png, image027.png, image028.png, image029.png, image030.jpg, image031.png, image032.png, image033.png, image009.png, image010.png, image011.png, image012.png, image013.jpg, image014.png, image015.png, image016.png, image001.png, image002.png, image003.png, image004.png, image005.jpg, image006.png, image007.png, image008.png, image017.png, image018.png, image019.png, image020.png, image021.png, image022.jpg, image023.png, image024.png, image025.png, image026.png, image027.png, image028.png, image029.png, image030.jpg, image031.png, image032.png, image033.png

I forgot to mention, the completer survey isn't even a necessary component to this project. I added that as the gateway to getting people to opt in on giving us their SLO data. Since we were going to try and use this for the mentoring event, the completer survey seemed like the simplest way to engage them. Alternatively, we could send the completer survey to just our completers and send the SLO survey to all teachers in the state. That was actually my original plan anyway.

Thank you,  
April Hinze

Sent from my iPhone

On May 29, 2022, at 3:22 PM, Schwan, Anna M <Anna.Schwan@northern.edu> wrote:

The issue seems to be that they don't want us to contact their program completers, right? Do we need data from their completers? What exactly do we need to prove to CAEP?

**ANNA SCHWAN, Ed.D.**

*Assistant Professor of Education*

*Department Chair of Teacher Education*

*School of Education Graduate Programs Recruiter*

*Coordinator of MS.Ed in Educational Studies and MS.Ed in Leadership and Administration*

---

☎ 605-626-2570

✉ Anna.Schwan@northern.edu

🌐 **northern.edu**



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 140*

---



**NORTHERN**

---

**From:** Hinze, April L <April.Hinze@northern.edu>

**Sent:** Friday, May 27, 2022 4:49 PM

**To:** Schwan, Anna M <Anna.Schwan@northern.edu>

**Subject:** Re: [EXT] Re: Completer Data

Perfect - I'll re-examine this whole thing in light of doing it that way and then respond to the group that we are reworking the plan just a bit. This ought to make enough of a distinction that they won't have that same issue. It is a complete her survey, and they are doing complete her surveys, but this is happening at a particular event being hosted by us. I think we have the right to survey our participants. I'd still like to offer it as a collaboration with other programs though. We will have plenty of time to discuss this once you're back. At least we have a loose plan now!

Thank you,  
April Hinze

Sent from my iPhone

On May 27, 2022, at 4:44 PM, Schwan, Anna M <Anna.Schwan@northern.edu> wrote:

April!!! That's brilliant! We can do some kind of incentive thing to get them to stop and do the survey....plus they're bound to get bored during the session at some point so we can have it as an online format and they can do it with her sitting in their ordering break.

Great thinking!!!

Sent from my iPhone

On May 27, 2022, at 4:40 PM, Hinze, April L <April.Hinze@northern.edu> wrote:

I bet! What if we just administer the survey at the back to school workshop? That would give us a huge pool of teachers to survey. If we administer the survey at an event we are holding, nobody else gets to say, right? I don't know I'm sure I will obsess over this! At least until I figure it out ha ha

Thank you,  
April Hinze



Sent from my iPhone

On May 27, 2022, at 4:33 PM, Schwan, Anna M <Anna.Schwan@northern.edu> wrote:

Haha my thoughts exactly but we don't want to piss everyone off. We'll figure something out!

Have a great weekend! We leave Tuesday morning and it can't come soon enough. Cheers!

Sent from my iPhone

On May 27, 2022, at 4:25 PM, Hinze, April L <April.Hinze@northern.edu> wrote:

[REDACTED] I don't know. I'll think about over the weekend and reply next week. Let me know if any magic strikes your mind on the matter, but only until you get to Mexico!

Thank you,

*April Hinze*

**APRIL HINZE**

*Assessment Coordinator*

📞 605-626-3969

✉️ April.Hinze@northern.edu

🌐 [northern.edu](http://northern.edu)



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 114*



**NORTHERN**

---

**From:** Schwan, Anna M <Anna.Schwan@northern.edu>  
**Date:** Friday, May 27, 2022 at 4:22 PM  
**To:** Hinze, April L <April.Hinze@northern.edu>  
**Subject:** Re: [EXT] Re: Completer Data

OK, well. Thoughts?

Sent from my iPhone

On May 27, 2022, at 4:11 PM, Hinze, April L <April.Hinze@northern.edu> wrote:

I had a bad feeling this was going to happen...

Thank you,

*April Hinze*

**APRIL HINZE**  
*Assessment Coordinator*

---

📞 605-626-3969

✉️ April.Hinze@northern.edu



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 114*



**From:** Silva, Betsy <Betsy.Silva@bhsu.edu>  
**Date:** Friday, May 27, 2022 at 3:44 PM  
**To:** Hinze, April L <April.Hinze@northern.edu>  
**Cc:** LaDuke-Pelster, Faye <faye.laduke@bhsu.edu>  
**Subject:** RE: [EXT] Re: Completer Data

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

Hello April,

As noted prior, BHSU has a process, and while we appreciate the intent of this, we are concerned that our BHSU completer participation would be negatively impacted if asked to complete somewhat similar surveys. That would skew data for both surveys. If I remember correctly, USD also had a tool and process.

I'm sure this is not intentional, but as written, the MOU 'forces' participation. From a research design standpoint, ethically it would be more appropriate to exclude institutions who are not participating.

BHSU would certainly share our tool. I'm not sure where you are with aligning the embedded tool with CAEP sufficiency, but we've already done Lawshe so it would benefit everyone to have a tool w a val coeff which is a level up from sufficiency tables.

Let's talk further,  
Betsy

**Dr. Betsy Silva**  
**Dean for the**  
**College of Education and Behavioral Sciences**  
**605.642.6550**



"The moment my legs begin to move, my thoughts begin to flow" H.D. Thoreau

---

**From:** Hinze, April L <April.Hinze@northern.edu>  
**Sent:** Thursday, May 26, 2022 11:23 AM  
**To:** laurie.daily@augie.edu; sharon.andrews@augie.edu; Silva, Betsy <Betsy.Silva@bhsu.edu>; LaDuke-Pelster, Faye <Faye.LaDuke@bhsu.edu>; Dowding, SharlaKay <Sharla.Dowding@bhsu.edu>; Hawkes, Mark <mark.hawkes@dsu.edu>; megan.schuh@dsu.edu; Rawstern, Shelly <shelly.rawstern@dsu.edu>; ashley.digmann@dwu.edu; melissa.weber@dwu.edu; cchrysal@mountmarty.edu; jennifer.weber@mountmarty.edu; Ohmer, Doug <doug.ohmer@northern.edu>; Exner, Abby F <abby.exner@northern.edu>; Schwan, Anna M <anna.schwan@northern.edu>; Wold, Cheryl M <cheryl.wold@northern.edu>; samiotte@olc.edu; tbauck@olc.edu; lolsen@olc.edu; Barnes, Paul <paul.barnes@sdstaate.edu>; Trenhaile, Jay <jay.trenhaile@sdstaate.edu>; Hales, Patrick <patrick.hales@sdstaate.edu>; cheryl.medearis@sintegleska.edu; dan.seibel@sintegleska.edu; Schweinle, Amy <amy.schweinle@usd.edu>; Kindle, Karen J <karen.kindle@usd.edu>; Wiebers, Robin <robin.wiebers@usd.edu>; Michelle.Hanson@usiouxfalls.edu; Kama.konda-varilek@usiouxfalls.edu  
**Subject:** [EXT] Re: Completer Data  
**Importance:** High

Hi all –

It has taken some time for me to get this put together, but I have an MOU form for every SD EPP to please complete, indicating whether you wish to participate in this plan for collecting completer date:

[https://northern.formstack.com/forms/sd\\_epp\\_teacher\\_effectiveness\\_and\\_p\\_12\\_student\\_impact\\_project\\_survey\\_mou](https://northern.formstack.com/forms/sd_epp_teacher_effectiveness_and_p_12_student_impact_project_survey_mou)

Please look it over and let me know any thoughts you have on the matter. I realize some EPPs have already said they do or not want to participate; please complete the very brief form in either case. Thank you so much!!

Thank you,

*April Hinze*

**APRIL HINZE**

*Assessment Coordinator*

---

☎ 605-626-3969

**Subject:** RE: [EXT] Re: [EXTERNAL]Re: Completer Data  
**Date:** Wednesday, April 20, 2022 at 9:19:47 AM Central Daylight Time  
**From:** Dowding, SharlaKay  
**To:** Hinze, April L, Michelle Hanson, 'laurie.daily@augie.edu', Silva, Betsy, LaDuke-Pelster, Faye, Hawkes, Mark, Schuh, Megan, Rawstern, Shelly, 'ashley.digmann@dwu.edu', 'melissa.weber@dwu.edu', 'cchrysal@mountmarty.edu', 'jennifer.weber@mountmarty.edu', Ohmer, Doug, Exner, Abby F, Schwan, Anna M, Wold, Cheryl M, 'samiotte@olc.edu', 'tbauck@olc.edu', 'lolsen@olc.edu', Barnes, Paul, Trenhaile, Jay, Hales, Patrick, 'cheryl.medearis@sintegleska.edu', 'dan.seibel@sintegleska.edu', Schweinle, Amy, Kindle, Karen J, Wiebers, Robin, 'sharon.andrews@augie.edu'  
**Attachments:** image009.png, image010.png, image011.png, image012.png, image013.png, image014.jpg, image015.png, image016.png, image017.png, image018.png, image019.png, image020.png, image021.png, image022.jpg, image023.png, image024.png, image025.png

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

THANK YOU for your work on this April! This is fantastic!

Sharla Dowding, EdD  
Director of Field Experiences  
Certification Officer  
School of Education  
605-642-6077  
sharla.dowding@bhsu.edu



"It always seems impossible until it is done." -Nelson Mandela

---

**From:** Hinze, April L <April.Hinze@northern.edu>  
**Sent:** Tuesday, April 19, 2022 12:19 PM  
**To:** Michelle Hanson <Michelle.Hanson@usiuouxfalls.edu>; 'laurie.daily@augie.edu' <laurie.daily@augie.edu>; Silva, Betsy <Betsy.Silva@bhsu.edu>; LaDuke-Pelster, Faye <Faye.LaDuke@bhsu.edu>; Dowding, SharlaKay <Sharla.Dowding@bhsu.edu>; Hawkes, Mark <mark.hawkes@dsu.edu>; Schuh, Megan <megan.schuh@dsu.edu>; Rawstern, Shelly <shelly.rawstern@dsu.edu>; 'ashley.digmann@dwu.edu'



**NORTHERN**

---

**From:** Michelle Hanson <[Michelle.Hanson@usiuouxfalls.edu](mailto:Michelle.Hanson@usiuouxfalls.edu)>

**Date:** Tuesday, April 19, 2022 at 10:30 AM

**To:** 'laurie.daily@augie.edu' <[laurie.daily@augie.edu](mailto:laurie.daily@augie.edu)>, Silva, Betsy <[betsy.silva@bhsu.edu](mailto:betsy.silva@bhsu.edu)>, LaDuke-Pelster, Faye <[faye.laduke@bhsu.edu](mailto:faye.laduke@bhsu.edu)>, Dowding, SharlaKay <[sharla.dowding@bhsu.edu](mailto:sharla.dowding@bhsu.edu)>, 'Hawkes, Mark' <[mark.hawkes@dsu.edu](mailto:mark.hawkes@dsu.edu)>, Schuh, Megan <[megan.schuh@dsu.edu](mailto:megan.schuh@dsu.edu)>, Rawstern, Shelly <[shelly.rawstern@dsu.edu](mailto:shelly.rawstern@dsu.edu)>, 'ashley.digmann@dwu.edu' <[ashley.digmann@dwu.edu](mailto:ashley.digmann@dwu.edu)>, 'melissa.weber@dwu.edu' <[melissa.weber@dwu.edu](mailto:melissa.weber@dwu.edu)>, 'cchystal@mountmarty.edu' <[cchystal@mountmarty.edu](mailto:cchystal@mountmarty.edu)>, 'jennifer.weber@mountmarty.edu' <[jennifer.weber@mountmarty.edu](mailto:jennifer.weber@mountmarty.edu)>, Ohmer, Doug <[doug.ohmer@northern.edu](mailto:doug.ohmer@northern.edu)>, Exner, Abby F <[ABBY.EXNER@NORTHERN.EDU](mailto:ABBY.EXNER@NORTHERN.EDU)>, Schwan, Anna M <[Anna.Schwan@northern.edu](mailto:Anna.Schwan@northern.edu)>, Wold, Cheryl M <[Cheryl.Wold@northern.edu](mailto:Cheryl.Wold@northern.edu)>, 'samiotte@olc.edu' <[samiotte@olc.edu](mailto:samiotte@olc.edu)>, 'tbauck@olc.edu' <[tbauck@olc.edu](mailto:tbauck@olc.edu)>, 'lolsen@olc.edu' <[lolsen@olc.edu](mailto:lolsen@olc.edu)>, Barnes, Paul <[paul.barnes@sdstate.edu](mailto:paul.barnes@sdstate.edu)>, Trenhaile, Jay <[jay.trenhaile@sdstate.edu](mailto:jay.trenhaile@sdstate.edu)>, Hales, Patrick <[patrick.hales@sdstate.edu](mailto:patrick.hales@sdstate.edu)>, 'cheryl.medearis@sintegleska.edu' <[cheryl.medearis@sintegleska.edu](mailto:cheryl.medearis@sintegleska.edu)>, 'dan.seibel@sintegleska.edu' <[dan.seibel@sintegleska.edu](mailto:dan.seibel@sintegleska.edu)>, Schweinle, Amy <[amy.schweinle@usd.edu](mailto:amy.schweinle@usd.edu)>, Kindle, Karen J <[karen.kindle@usd.edu](mailto:karen.kindle@usd.edu)>, Wiebers, Robin <[robin.wiebers@usd.edu](mailto:robin.wiebers@usd.edu)>, 'sharon.andrews@augie.edu' <[sharon.andrews@augie.edu](mailto:sharon.andrews@augie.edu)>, Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>

**Subject:** FW: [EXTERNAL]Re: Completer Data

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

I think this is a terrific idea! Sharing resources makes sense to me!

Michelle Hanson

**From:** Sharon Andrews <[sharon.andrews@augie.edu](mailto:sharon.andrews@augie.edu)>  
**Sent:** Thursday, April 14, 2022 2:28 PM  
**To:** Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>  
**Cc:** [laurie.daily@augie.edu](mailto:laurie.daily@augie.edu); Silva, Betsy <[betsy.silva@bhsu.edu](mailto:betsy.silva@bhsu.edu)>; LaDuke-Pelster, Faye <[faye.laduke@bhsu.edu](mailto:faye.laduke@bhsu.edu)>; Dowding, SharlaKay <[sharla.dowding@bhsu.edu](mailto:sharla.dowding@bhsu.edu)>; Hawkes, Mark <[mark.hawkes@dsu.edu](mailto:mark.hawkes@dsu.edu)>; Schuh, Megan <[megan.schuh@dsu.edu](mailto:megan.schuh@dsu.edu)>; Rawstern, Shelly <[shelly.rawstern@dsu.edu](mailto:shelly.rawstern@dsu.edu)>; [ashley.digmann@dwu.edu](mailto:ashley.digmann@dwu.edu); [melissa.weber@dwu.edu](mailto:melissa.weber@dwu.edu); [cchrysal@mountmarty.edu](mailto:cchrysal@mountmarty.edu); [jennifer.weber@mountmarty.edu](mailto:jennifer.weber@mountmarty.edu); Ohmer, Doug <[doug.ohmer@northern.edu](mailto:doug.ohmer@northern.edu)>; Exner, Abby F <[ABBY.EXNER@northern.edu](mailto:ABBY.EXNER@northern.edu)>; Schwan, Anna M <[Anna.Schwan@northern.edu](mailto:Anna.Schwan@northern.edu)>; Wold, Cheryl M <[Cheryl.Wold@northern.edu](mailto:Cheryl.Wold@northern.edu)>; [samiotte@olc.edu](mailto:samiotte@olc.edu); [tbauck@olc.edu](mailto:tbauck@olc.edu); [lolsen@olc.edu](mailto:lolsen@olc.edu); Barnes, Paul <[paul.barnes@sdsu.edu](mailto:paul.barnes@sdsu.edu)>; Trenhaile, Jay <[jay.trenhaile@sdsu.edu](mailto:jay.trenhaile@sdsu.edu)>; Hales, Patrick <[patrick.hales@sdsu.edu](mailto:patrick.hales@sdsu.edu)>; [cheryl.medearis@sintegleska.edu](mailto:cheryl.medearis@sintegleska.edu); [dan.seibel@sintegleska.edu](mailto:dan.seibel@sintegleska.edu); Schweinle, Amy <[amy.schweinle@usd.edu](mailto:amy.schweinle@usd.edu)>; Kindle, Karen J <[karen.kindle@usd.edu](mailto:karen.kindle@usd.edu)>; Wiebers, Robin <[robin.wiebers@usd.edu](mailto:robin.wiebers@usd.edu)>; Michelle Hanson <[Michelle.Hanson@usiuouxfalls.edu](mailto:Michelle.Hanson@usiuouxfalls.edu)>; Kama Konda-Varilek <[Kama.Konda-Varilek@USiuouxfalls.edu](mailto:Kama.Konda-Varilek@USiuouxfalls.edu)>  
**Subject:** [EXTERNAL]Re: Completer Data

April, this is a fabulous idea and a most worthy use of our SDACTE funds. Thank you for your work on this. Sharon



Virus-free. [www.avast.com](http://www.avast.com)

On Thu, Apr 14, 2022 at 2:22 PM Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)> wrote:

Good afternoon everyone,

I am reaching out today to propose a cooperative effort among all SD EPPs to collect and share teacher effectiveness and P-12 impact data. I've brought the idea up a few times in different groups with mostly positive feedback but it's been difficult to figure out how to proceed.

EDC members will recall that the mentor academy taking place this summer was initially going to include time/space for all EPPs to hold focus groups/round tables with completers; due to the overwhelming response from teachers wanting to attend, the event format has been changed in a way that will not allow for those planned sessions. This made me again think that a collaborative project would solve many of our EPPs' individual problems with gathering relevant and reliable data.

I believe that this project would be easy to complete and yield the data we all need. I designed a survey for all active certified teachers in the state to share their feedback on their preparation:

[https://northern.formstack.com/forms/south\\_dakota\\_educator\\_preparation\\_program\\_completer\\_survey](https://northern.formstack.com/forms/south_dakota_educator_preparation_program_completer_survey)

We could use a QR scan code for attendees to complete the brief survey. Then each EPP would get not only their own completers' data but also an aggregate summary to use for comparison. I could add a question on the bottom of that survey that asks if they would be willing to share their SLO data via a secondary survey (to be emailed to them so they can complete it at another time when they have access to their assessment data). I have a draft of that survey here:

[https://northern.formstack.com/forms/slo\\_survey](https://northern.formstack.com/forms/slo_survey)

Results from both of these surveys would be informative and useful as evidence for accreditation for all of

**Subject:** RE: Completer Data  
**Date:** Friday, May 27, 2022 at 12:08:30 PM Central Daylight Time  
**From:** Schweinle, Amy  
**To:** Hinze, April L  
**Attachments:** image009.png, image010.png, image011.png, image012.png, image013.jpg, image014.png, image015.png, image016.png, image017.png, image018.png, image019.png, image020.png, image021.jpg, image022.png, image023.png, image024.png

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

April,

Are the surveys sent out to all participants regardless of whether or not universities participate? So, the MOU is just to receive the data and aggregate? Or, is the MOU to collect the data as well? I just want to be clear on the process.

Thank you.

Amy

Amy Schweinle, PhD  
Dean and Professor of Educational Evaluation and Research  
School of Education  
Room 102, Delzell Education Building  
University of South Dakota  
605-658-6600  
[Amy.schweinle@usd.edu](mailto:Amy.schweinle@usd.edu)

**Everyone is Welcome!**

---

**From:** Hinze, April L <April.Hinze@northern.edu>

**Sent:** Thursday, May 26, 2022 12:23 PM

**To:** laurie.daily@augie.edu; sharon.andrews@augie.edu; Silva, Betsy <betsy.silva@bhsu.edu>; LaDuke-Pelster, Faye <faye.laduke@bhsu.edu>; Dowding, SharlaKay <sharla.dowding@bhsu.edu>; Hawkes, Mark <mark.hawkes@dsu.edu>; megan.schuh@dsu.edu; Rawstern, Shelly <shelly.rawstern@dsu.edu>; ashley.digmann@dwu.edu; melissa.weber@dwu.edu; cchrystal@mountmarty.edu; jennifer.weber@mountmarty.edu; Ohmer, Doug <doug.ohmer@northern.edu>; Exner, Abby F <abby.exner@northern.edu>; Schwan, Anna M <anna.schwan@northern.edu>; Wold, Cheryl M <cheryl.wold@northern.edu>; samiotte@olc.edu; tbauck@olc.edu; lolsen@olc.edu; Barnes, Paul <paul.barnes@sdstate.edu>; Trenhaile, Jay <jay.trenhaile@sdstate.edu>; Hales, Patrick



**Subject:** Re: [EXTERNAL]Re: Completer Data  
**Date:** Tuesday, April 19, 2022 at 2:11:18 PM Central Daylight Time  
**From:** Sharon Andrews  
**To:** Hinze, April L  
**Attachments:** image001.png, image002.png, image003.png, image004.png, image001[46].png, image005.jpg, image006.png, image007.png, image008.png, image002[58].png, image005[54].jpg, image004[66].png, image003[17].png, image007[51].png, image008[31].png, image006[95].png, image001[89].png, image002[23].png, image003[76].png, image004[58].png, image005[41].jpg, image006[2].png, image007[57].png, image008[98].png

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

Sounds good, we have patterned our rating scale after the Danielson Framework and its 4 point scale...we avoid the odd #ed scales as well...



Virus-free. [www.avast.com](https://www.avast.com)

On Tue, Apr 19, 2022 at 2:09 PM Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)> wrote:

Good catch! I'm not married to the 6-point scale; I only used it as I thought it would be nice to see a little better break down of results. So long as it is an even scale, (odd scales tend to have a data trench at "neutral") I don't care!

Thank you,

*April Hinze*

**APRIL HINZE**

*Assessment Coordinator*

📞 605-626-3969

✉ [April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)

🌐 [northern.edu](https://northern.edu)



**Northern State University**



---

**From:** Sharon Andrews <[sharon.andrews@augie.edu](mailto:sharon.andrews@augie.edu)>  
**Date:** Tuesday, April 19, 2022 at 2:01 PM  
**To:** Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>  
**Subject:** Re: [EXTERNAL]Re: Completer Data

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

Hi April, I can be the AU representative. I am not too concerned about others seeing our data.

I did see a minor edit...will be scrubbed: ***Any potentially identifying data will scrubbed from the results by the survey administrator before dissemination to universities for analysis.***

This is what we use on our annual follow up survey to program completers if it is of any help...we use a 4 point scale on all of our assessments...that would work best for us but not sure if others uses the 6 point scale you have on the draft form...thanks again for your work on this project. Sharon

Thank you in advance for completing the annual follow up survey for graduates of the AU Teacher Education Program. Your feedback and input is a valuable aspect of our Assessment System and helps to inform decision making. Please rate the level of your preparedness as a first-year teacher from Augustana University on the following indicators using the following 4-point scale:

4-Exceeded Expectations  
3=Met Expectations  
2=Marginally Met Expectations  
1=Did Not Meet Expectations



Virus-free. [www.avast.com](http://www.avast.com)

On Tue, Apr 19, 2022 at 1:19 PM Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)> wrote:

Hi all - I'm so happy to hear from many of you that you are on board for this idea!

I've made some changes to the surveys (removing the NSU logo and other references). I could use a little help writing the introductions for the initial completer survey (short intro as they will be on mobile) and SLO survey (longer intro with more information since that will be emailed to them after the event). Please take a look at both and let me know if anything should be changed:

[https://northern.formstack.com/forms/south\\_dakota\\_educator\\_preparation\\_program\\_completer\\_survey](https://northern.formstack.com/forms/south_dakota_educator_preparation_program_completer_survey)

[https://northern.formstack.com/forms/sd\\_epp\\_teacher\\_effectiveness\\_and\\_p\\_12\\_student\\_impact\\_project\\_survey](https://northern.formstack.com/forms/sd_epp_teacher_effectiveness_and_p_12_student_impact_project_survey)

Also – do we want to maybe have one person from each university that is involved with sorting the data or how should we decide who does that? I am happy to do it but it should be noted that whoever sorts the raw data will be the one person who sees everything for all universities. I can look into whether there is a way to have results auto sent to only the applicable university but that would eliminate the ability to compare with the aggregate of all schools, all BOR schools, all private, all tribal, etc. We can do it however everyone is most comfortable so please let me know what you think.

Finally, I think we need a flyer/sign for the event so if anyone is really excited to design one, raise your hand!! (I will create the QR code to be added to whatever we use.)

Please let me know if there are questions, comments, suggestions, or anything!!

Thank you,

*April Hinze*

<[ABBY.EXNER@NORTHERN.EDU](mailto:ABBY.EXNER@NORTHERN.EDU)>, Schwan, Anna M <[Anna.Schwan@northern.edu](mailto:Anna.Schwan@northern.edu)>, Wold, Cheryl M <[Cheryl.Wold@northern.edu](mailto:Cheryl.Wold@northern.edu)>, '[samiotte@olc.edu](mailto:samiotte@olc.edu)' <[samiotte@olc.edu](mailto:samiotte@olc.edu)>, '[tbauck@olc.edu](mailto:tbauck@olc.edu)' <[tbauck@olc.edu](mailto:tbauck@olc.edu)>, '[lolsen@olc.edu](mailto:lolsen@olc.edu)' <[lolsen@olc.edu](mailto:lolsen@olc.edu)>, Barnes, Paul <[paul.barnes@sdstate.edu](mailto:paul.barnes@sdstate.edu)>, Trenhaile, Jay <[jay.trenhaile@sdstate.edu](mailto:jay.trenhaile@sdstate.edu)>, Hales, Patrick <[patrick.hales@sdstate.edu](mailto:patrick.hales@sdstate.edu)>, '[cheryl.medearis@sintegleska.edu](mailto:cheryl.medearis@sintegleska.edu)' <[cheryl.medearis@sintegleska.edu](mailto:cheryl.medearis@sintegleska.edu)>, '[dan.seibel@sintegleska.edu](mailto:dan.seibel@sintegleska.edu)' <[dan.seibel@sintegleska.edu](mailto:dan.seibel@sintegleska.edu)>, Schweinle, Amy <[amy.schweinle@usd.edu](mailto:amy.schweinle@usd.edu)>, Kindle, Karen J <[karen.kindle@usd.edu](mailto:karen.kindle@usd.edu)>, Wiebers, Robin <[robin.wiebers@usd.edu](mailto:robin.wiebers@usd.edu)>, '[sharon.andrews@augie.edu](mailto:sharon.andrews@augie.edu)' <[sharon.andrews@augie.edu](mailto:sharon.andrews@augie.edu)>, Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>

**Subject:** FW: [EXTERNAL]Re: Completer Data

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

I think this is a terrific idea! Sharing resources makes sense to me!

Michelle Hanson

**From:** Sharon Andrews <[sharon.andrews@augie.edu](mailto:sharon.andrews@augie.edu)>

**Sent:** Thursday, April 14, 2022 2:28 PM

**To:** Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)>

**Cc:** [laurie.daily@augie.edu](mailto:laurie.daily@augie.edu); Silva, Betsy <[betsy.silva@bhsu.edu](mailto:betsy.silva@bhsu.edu)>; LaDuke-Pelster, Faye <[faye.laduke@bhsu.edu](mailto:faye.laduke@bhsu.edu)>; Dowding, SharlaKay <[sharla.dowding@bhsu.edu](mailto:sharla.dowding@bhsu.edu)>; Hawkes, Mark <[mark.hawkes@dsu.edu](mailto:mark.hawkes@dsu.edu)>; Schuh, Megan <[megan.schuh@dsu.edu](mailto:megan.schuh@dsu.edu)>; Rawstern, Shelly <[shelly.rawstern@dsu.edu](mailto:shelly.rawstern@dsu.edu)>; [ashley.digmann@dwu.edu](mailto:ashley.digmann@dwu.edu); [melissa.weber@dwu.edu](mailto:melissa.weber@dwu.edu); [cchrysal@mountmarty.edu](mailto:cchrysal@mountmarty.edu); [jennifer.weber@mountmarty.edu](mailto:jennifer.weber@mountmarty.edu); Ohmer, Doug <[doug.ohmer@northern.edu](mailto:doug.ohmer@northern.edu)>; Exner, Abby F <[ABBY.EXNER@northern.edu](mailto:ABBY.EXNER@northern.edu)>; Schwan, Anna M <[Anna.Schwan@northern.edu](mailto:Anna.Schwan@northern.edu)>; Wold, Cheryl M <[Cheryl.Wold@northern.edu](mailto:Cheryl.Wold@northern.edu)>; [samiotte@olc.edu](mailto:samiotte@olc.edu); [tbauck@olc.edu](mailto:tbauck@olc.edu); [lolsen@olc.edu](mailto:lolsen@olc.edu); Barnes, Paul <[paul.barnes@sdstate.edu](mailto:paul.barnes@sdstate.edu)>; Trenhaile, Jay <[jay.trenhaile@sdstate.edu](mailto:jay.trenhaile@sdstate.edu)>; Hales, Patrick <[patrick.hales@sdstate.edu](mailto:patrick.hales@sdstate.edu)>; [cheryl.medearis@sintegleska.edu](mailto:cheryl.medearis@sintegleska.edu); [dan.seibel@sintegleska.edu](mailto:dan.seibel@sintegleska.edu); Schweinle, Amy <[amy.schweinle@usd.edu](mailto:amy.schweinle@usd.edu)>; Kindle, Karen J <[karen.kindle@usd.edu](mailto:karen.kindle@usd.edu)>; Wiebers, Robin <[robin.wiebers@usd.edu](mailto:robin.wiebers@usd.edu)>; Michelle Hanson <[Michelle.Hanson@usioxfalls.edu](mailto:Michelle.Hanson@usioxfalls.edu)>; Kama Konda-Varilek <[Kama.Konda-Varilek@USiouxFalls.edu](mailto:Kama.Konda-Varilek@USiouxFalls.edu)>

**Subject:** [EXTERNAL]Re: Completer Data

April, this is a fabulous idea and a most worthy use of our SDACTE funds. Thank you for your work on this. Sharon



Virus-free. [www.avast.com](http://www.avast.com)

On Thu, Apr 14, 2022 at 2:22 PM Hinze, April L <[April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)> wrote:

Good afternoon everyone,

I am reaching out today to propose a cooperative effort among all SD EPPs to collect and share teacher effectiveness and P-12 impact data. I've brought the idea up a few times in different groups with mostly positive feedback but it's been difficult to figure out how to proceed.

EDC members will recall that the mentor academy taking place this summer was initially going to include time/space for all EPPs to hold focus groups/round tables with completers; due to the overwhelming response from teachers wanting to attend, the event format has been changed in a way that will not allow for those planned sessions. This made me again think that a collaborative project would solve many of our EPPs' individual problems with gathering relevant and reliable data.

I believe that this project would be easy to complete and yield the data we all need. I designed a survey for all active certified teachers in the state to share their feedback on their preparation:

[https://northern.formstack.com/forms/south\\_dakota\\_educator\\_preparation\\_program\\_completer\\_survey](https://northern.formstack.com/forms/south_dakota_educator_preparation_program_completer_survey)

We could use a QR scan code for attendees to complete the brief survey. Then each EPP would get not only their own completers' data but also an aggregate summary to use for comparison. I could add a question on the bottom of that survey that asks if they would be willing to share their SLO data via a secondary survey (to be emailed to them so they can complete it at another time when they have access to their assessment data). I have a draft of that survey here:

[https://northern.formstack.com/forms/slo\\_survey](https://northern.formstack.com/forms/slo_survey)

Results from both of these surveys would be informative and useful as evidence for accreditation for all of us.

Now, the reason I am contacting this group in particular is because it is the best way I know to reach all EPPs and I think this could be a re-uniting project for the group, giving us some direction and purpose, as well as a solution for the question of what to do with the money that is currently in treasury, or some of it at least. We all know that survey response rates can be abysmal if you are not offering something to induce people to scan your link. Perhaps this group could use some of the money to offer prizes for completing the first survey and a better prize for completing the second (sweepstakes style)?

What are your thoughts? I'm open to changing anything that I've already created or rethinking the idea entirely if anyone has suggestions!!

Augustana University School of Education

Madsen #209 605-274-4627



Virus-free. [www.avast.com](http://www.avast.com)

--

Dr. Sharon E. Andrews

Associate Professor

Teacher Education Program Director

Assessment, Accreditation & Certification

Augustana University School of Education

Madsen #209 605-274-4627

--

Dr. Sharon E. Andrews

Associate Professor

Teacher Education Program Director

Assessment, Accreditation & Certification

Augustana University School of Education

Madsen #209 605-274-4627

**Subject:** RE: Completer Data  
**Date:** Tuesday, April 19, 2022 at 12:26:50 PM Central Daylight Time  
**From:** Schuh, Megan  
**To:** Hinze, April L  
**Attachments:** image001.png, image002.png, image003.png, image004.png, image005.jpg, image006.png, image007.png, image008.png

**CAUTION:** This email originated from outside of NSU. Do not click links or open attachments unless you recognize the sender and know the content is safe. DO NOT provide your username and password.

This is great! Thanks for taking the lead on this. What is the next step? How can we help?

## Megan Schuh

### Director of Field Services

DAKOTA STATE UNIVERSITY

888-DSU-9988 / [dsu.edu](https://dsu.edu)

office/605-256-7331

---

**From:** Hinze, April L <April.Hinze@northern.edu>  
**Sent:** Thursday, April 14, 2022 2:22 PM  
**To:** laurie.daily@augie.edu; sharon.andrews@augie.edu; Silva, Betsy <betsy.silva@bhsu.edu>; LaDuke-Pelster, Faye <faye.laduke@bhsu.edu>; Dowding, SharlaKay <sharla.dowding@bhsu.edu>; Hawkes, Mark <Mark.Hawkes@dsu.edu>; Schuh, Megan <Megan.Schuh@dsu.edu>; Rawstern, Shelly <Shelly.Rawstern@dsu.edu>; ashley.digmann@dwu.edu; melissa.weber@dwu.edu; cchrysal@mountmarty.edu; jennifer.weber@mountmarty.edu; Ohmer, Doug <doug.ohmer@northern.edu>; Exner, Abby F <abby.exner@northern.edu>; Hinze, April L <april.hinze@northern.edu>; Schwan, Anna M <anna.schwan@northern.edu>; Wold, Cheryl M <cheryl.wold@northern.edu>; samiotte@olc.edu; tbauck@olc.edu; lolsen@olc.edu; Barnes, Paul <paul.barnes@sdsu.edu>; Trenhaile, Jay <jay.trenhaile@sdsu.edu>; Hales, Patrick <patrick.hales@sdsu.edu>; cheryl.medearis@sintegleska.edu; dan.seibel@sintegleska.edu; Schweinle, Amy <amy.schweinle@usd.edu>; Kindle, Karen J <karen.kindle@usd.edu>; Wiebers, Robin <robin.wiebers@usd.edu>; Michelle.Hanson@usiuouxfalls.edu; Kama.konda-varilek@usiuouxfalls.edu  
**Subject:** Completer Data  
**Importance:** High

Some people who received this message don't often get email from [april.hinze@northern.edu](mailto:april.hinze@northern.edu). [Learn why this is important](#)

Good afternoon everyone,

I am reaching out today to propose a cooperative effort among all SD EPPs to collect and share teacher effectiveness and P-12 impact data. I've brought the idea up a few times in different groups with mostly positive feedback but it's been difficult to figure out how to proceed.

EDC members will recall that the mentor academy taking place this summer was initially going to include time/space for all EPPs to hold focus groups/round tables with completers; due to the overwhelming response from teachers wanting to attend, the event format has been changed in a way that will not allow for those planned sessions. This made me again think that a collaborative project would solve many of our EPPs' individual problems with gathering relevant and reliable data.

I believe that this project would be easy to complete and yield the data we all need. I designed a survey for all active certified teachers in the state to share their feedback on their preparation:

[https://northern.formstack.com/forms/south\\_dakota\\_educator\\_preparation\\_program\\_completer\\_survey](https://northern.formstack.com/forms/south_dakota_educator_preparation_program_completer_survey)

We could use a QR scan code for attendees to complete the brief survey. Then each EPP would get not only their own completers' data but also an aggregate summary to use for comparison. I could add a question on the bottom of that survey that asks if they would be willing to share their SLO data via a secondary survey (to be emailed to them so they can complete it at another time when they have access to their assessment data). I have a draft of that survey here:

[https://northern.formstack.com/forms/slo\\_survey](https://northern.formstack.com/forms/slo_survey)

Results from both of these surveys would be informative and useful as evidence for accreditation for all of us.

Now, the reason I am contacting this group in particular is because it is the best way I know to reach all EPPs and I think this could be a re-uniting project for the group, giving us some direction and purpose, as well as a solution for the question of what to do with the money that is currently in treasury, or some of it at least. We all know that survey response rates can be abysmal if you are not offering something to induce people to scan your link. Perhaps this group could use some of the money to offer prizes for completing the first survey and a better prize for completing the second (sweepstakes style)?

What are your thoughts? I'm open to changing anything that I've already created or rethinking the idea entirely if anyone has suggestions!!

Thank you,

*April Hinze*

**APRIL HINZE**

Assessment Coordinator

---

☎ 605-626-3969

✉ [April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)



image007.png, image008.png, image009.png, image010.png, image011.png, image012.png,  
image013.jpg, image014.png, image015.png, image016.png

Good afternoon alumni!

Thank you to everyone who took the time to complete our survey!

Also, thank you to those who alerted me to a couple of settings issues that may have caused some of you to abandoned the survey partway through. I have now corrected those settings so that you may truly just provide the info you are comfortable with. If that kept you from completing the survey when I originally sent it, please give it another try!!

You may still access the survey at the following link:

[https://northern.formstack.com/forms/sd\\_epp\\_teacher\\_effectiveness\\_and\\_p\\_12\\_student\\_impact\\_project\\_survey](https://northern.formstack.com/forms/sd_epp_teacher_effectiveness_and_p_12_student_impact_project_survey)

Thank you,

*April Hinze*

**APRIL HINZE**

*Assessment Coordinator*

---

📞 605-626-3969

✉️ April.Hinze@northern.edu

🌐 **northern.edu**



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 114*

---



## NORTHERN

---

**From:** Hinze, April L <April.Hinze@northern.edu>  
**Date:** Thursday, September 29, 2022 at 11:07 AM  
**To:**  
**Subject:** NSU Teacher Education Completer Survey

Good morning alumni!

I am the Assessment Coordinator for the Northern State University Millicent Atkins School of Education Teacher Education Program and part of my responsibility is to collect feedback from alumni and employers, with an eye toward teacher effectiveness and positive P-12 student impact. As such, we have developed a survey intended to collect your thoughts on your preparation as well as the Student Learning Objectives assessment required for all in-service public school teachers in South Dakota. In many states, the department of education collects this data and provides it to educator preparation programs, however, in South Dakota, neither the state department of education nor your administrator has the authority to share your SLO data, but you absolutely do!

We have reached out to your building administrators to let them know that we will be asking for this data and so far have received only positive feedback on the project. Please share as much information as you are comfortable with sharing, understanding that no one outside of my office will ever see the raw data. I will personally organize all collected data and redact any potentially identifying information before aggregating the results by years in teaching, grade-level, subject area, and other key factors.

I understand that everyone in the field of education is currently burning the candle at both ends and I would not ask this of you were it not so incredibly important for the continuous improvement of our educator preparation program. I am happy to answer any questions you have, regarding this survey or anything else related to our program.

Please access the survey here:

[https://northern.formstack.com/forms/sd\\_epp\\_teacher\\_effectiveness\\_and\\_p\\_12\\_student\\_impact\\_project\\_survey](https://northern.formstack.com/forms/sd_epp_teacher_effectiveness_and_p_12_student_impact_project_survey)

Thank you,

*April Hinze*

**APRIL HINZE**  
Assessment Coordinator

---

☎ 605-626-3969

✉ [April.Hinze@northern.edu](mailto:April.Hinze@northern.edu)

🌐 [northern.edu](http://northern.edu)



**Northern State University**

1200 S Jay St | Aberdeen, SD 57401

*Gerber 114*

---



**NORTHERN**

**Subject:** Student Learning Objective  
**Date:** Tuesday, September 27, 2022 at 11:15:31 AM Central Daylight Time  
**From:** Schwan, Anna M  
**To:** SchoolAdmins@k12.sd.us  
**CC:** Schwan, Anna M, Hinze, April L  
**Attachments:** image001.png, image002.png, image003.png, image004.png, image005.jpg, image006.png, image007.png, image008.png

Hello, friends in school administration!

I hope you are doing very well; it's Tuesday, just a few days to go this week. 😊 My name is Anna Schwan, and I am currently serving as the interim dean of the Millicent Atkins School of Education at Northern State University. In my "past life," I was a high school teacher and secondary school administrator before accepting a professor position at Northern. I'm extremely honored to serve in this capacity and invite you to feel very comfortable in reaching out to me with questions, suggestions, or ideas of how we can work together.

I am proud to write to you today with news of the work we're doing to improve our program even more. We are looking to our program completers who are now teachers in your building for help. Part of our responsibility to our accrediting body (CAEP— Council for the Accreditation of Educator Programs) is to provide evidence that our graduates are good teachers and have an impact on students. Our assessment coordinator has put together a survey that she's going to send to all our program completers asking for their help in providing that very important evidence. I'm really excited about this project; with data we can truly dig into our program to see where we can improve.

We hope you will support this project and our efforts to collect this data from your teachers who were prepared at Northern. This is an important endeavor, and we are so grateful for your time and your teachers' time. Also, we'll be hosting feedback forums later this fall to give you as administrators, the opportunity to discuss educator preparation and how we can better support our candidates, teachers, and schools. Even if you don't have NSU-prepared teachers, come, and join the discussion; we'd love to hear from you!

The assessment coordinator will send the survey later this week, and you can view the survey [here](#). Please don't hesitate to let me know if you have any questions! Our assessment coordinator, April Hinze, is definitely more helpful than I am in answering questions about data and accreditation, so please feel comfortable in contacting her as well at [April.hinze@northern.edu](mailto:April.hinze@northern.edu).

Thank you again for your time and for all you do. We are here to do everything we can to prepare teachers to be the best versions of themselves for your students. Let us know what we can do!

Respectfully,  
Anna Schwan

**ANNA SCHWAN, Ed.D.**

*Interim Dean | Millicent Atkins School of Education*

☎ 605-626-7783

✉ [Anna.Schwan@northern.edu](mailto:Anna.Schwan@northern.edu)

**Note:** Your privacy is very important to us. To better serve you, the form information you enter is recorded in real time.

# Student Learning Objectives Survey for In-Service South Dakota Teachers

Our promise to you regarding the use and privacy of any and all information gathered by this survey:

*All information gathered by this survey will be used specifically and exclusively for the purposes of measuring and improving the effectiveness of the Northern State University Millicent Atkins School of Education Teacher Education Program. Any potentially identifying data will be scrubbed from the results by the survey administrator before analysis. If you have any questions regarding how your information will be used, please contact the survey administrator, April Hinze at [april.hinze@northern.edu](mailto:april.hinze@northern.edu).*

## Please tell us about your teacher preparation.

Undergraduate Preparing Institution \*

Augustana University

Undergraduate Graduation Date \*



Month and Year

Undergraduate Major 1 \*

required

## Undergraduate Major 2

optional

## Undergraduate Minor 1

optional

## Undergraduate Minor 2

optional

## Have you obtained a Masters level graduate degree? \*

☐ no

☐ yes

☐ intend to in future

Endorsements - please list any endorsements you have earned since completing your undergraduate degree:

**On a scale of 1-6, 1 being "Not at All Prepared" and 6 being "Very Well Prepared", how well did your undergraduate teacher education program prepare you to:**

1	2	3	4	5	6
Not At All Prepared			Very Well Prepared		

understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas \*

1

Comments:

design and implement developmentally appropriate and challenging learning experiences \*

1

Comments:

use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards \*

1

Comments:

work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation \*

1

Comments:

understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches \*

0

Comments:

create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content \*



Comments:

understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues \*

Comments:

understand and use multiple methods of assessment to engage learners in their own growth \*

Comments:

understand and use multiple methods of assessment to monitor learner progress \*

Comments:

understand and use multiple methods of assessment to guide the teacher's and learner's decision making \*

---

0

Comments:

plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context \*

---

0

Comments:

understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways \*

---

0

Comments:

engage in ongoing professional learning \*

---

0

Comments:

use evidence to continually evaluate his or her practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community)\*

0

Comments:

adapt practice to meet the needs of each learner\*

0

Comments:

seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession\*

0

Comments:

# Please tell us about your current district, school, and grade/subject area.

**Please note: this information will be used for demographic data collection and to ensure a variety of schools and districts participation. All SLO results will be severed from this information and kept in a separate data file. If you have any questions regarding how your information will be used, please contact the survey administrator, April Hinze at [april.hinze@northern.edu](mailto:april.hinze@northern.edu).**

## School District

My school is not in SD

## Years in service at this district

Years at any school in this district

## School name

Located in a state other than SD

## Years in service at this school

Years in any subject area or grade level at this school

## School City

Aberdeen

Ignore if you teach outside of SD

## Grade level taught this year

Early Childhood (Pre-K and K)

Subject taught this year

Early Childhood (Pre-K and K)

Years in service at this grade level/subject

Years at any school or district in this subject area or grade level

**Please tell us about your students, using your best approximation, based upon your experience with your students.**

What is the approximate percentage of students in your class that would be categorized as English Language Learners?

☒ Less than 5%

☐ More than 5% but less than 10%

☐ More than 10% but less than 25%

☐ More than 25% but less than 50%

☐ More than 50%

☐ Unknown

What is the approximate percentage of students in your class that would be categorized as Special Education students (currently on an IEP)?

☒ Less than 5%

☐ More than 5% but less than 10%

☐ More than 10% but less than 25%

☐ More than 25% but less than 50%

☐ More than 50%

☐ Unknown

What is the approximate percentage of students in your class that would be categorized as gifted or advanced?

☒ Less than 5%

☐ More than 5% but less than 10%

☐ More than 10% but less than 25%

☐ More than 25% but less than 50%

☐ More than 50%

☐ Unknown

What is the approximate percentage of students in your class that would be categorized as Native American?

☒ Less than 5%

☐ More than 5% but less than 10%

☐ More than 10% but less than 25%

☐ More than 25% but less than 50%

☐ More than 50%

☐ Unknown

What is the approximate percentage of students in your class that would be categorized as members of an ethnic minority (other than Native American)?

☒ Less than 5%

☐ More than 5% but less than 10%

☐ More than 10% but less than 25%

☐ More than 25% but less than 50%

☐ More than 50%

☐ Unknown

**Please tell us about your Student Learning Objectives by writing a brief description**

# and/or uploading the assessment instrument and rubric used.

Please describe your Student Learning Objectives assessment:

Or you may upload the assessment and/or rubric below

Pre-test date



Post-test date



Please upload your SLO Assessment and/or Rubric (if applicable)

Choose File Remove File No File Chosen

File uploads may not work on some mobile devices.  
Please upload Excel, CSV, Word, or PDF file

What was the Expected Average Growth (%) Goal that you set for your students?



Please paste a simple table of pre and post scores for your class (remove any names or other identifiers)

Student	A	B	C
Pretest	74	66	58
Posttest	81	76	72

Or you may upload file below

## SLO Pre and Post Test Scores

Choose File Remove File No File Chosen

File uploads may not work on some mobile devices.  
Please upload Excel, CSV, Word, or PDF file of your Student Learning Outcomes pre- and post-test scores

## What was your students' Actual Average Growth (%)?

Please use this section to briefly describe why, in your professional opinion, your students did not meet, met, or exceeded the average growth goal identified above:

[Save and Resume Later](#)

**Submit Form**

# South Dakota Educator Preparation Program Completer Survey

The purpose of this survey is to provide completer satisfaction feedback and data for South Dakota educator preparation programs (EPPs) as required by the Council for the Accreditation of Educator Preparation (CAEP) Standard R4.3:

**R4.3 Satisfaction of Completers:** The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

Our promise to you regarding the use and privacy of any and all information gathered by this survey:

*All information gathered by this survey will be used specifically and exclusively for the purposes of measuring and improving the effectiveness of South Dakota educator preparation programs. Any potentially identifying data will be scrubbed from the results by the survey administrator before dissemination to universities for analysis. If you have any questions regarding how your information will be used, please contact the survey administrator, April Hinze at [april.hinze@northern.edu](mailto:april.hinze@northern.edu).*

Preferred email for prize notification and future surveys: \*

## Your Teacher Education Preparation

Undergraduate Preparing Institution \*

Augustana University

Undergraduate Graduation Date \*



Month and Year

Undergraduate Major 1 \*

required

Undergraduate Major 2

optional

## Undergraduate Minor 1

optional

## Undergraduate Minor 2

optional

Have you obtained a Masters level graduate degree? \*

☐ no

☐ yes

☐ intend to in future

Endorsements - please list any endorsements you have earned since completing your undergraduate degree:

**On a scale of 1-4, 1 being "Not at All Prepared" and 4 being "Very Well Prepared", how well did your undergraduate teacher education program prepare you to:**

understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas \*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

design and implement developmentally appropriate and challenging learning experiences\*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards\*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation\*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches\*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content\*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues \*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

understand and use multiple methods of assessment to engage learners in their own growth \*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

understand and use multiple methods of assessment to monitor learner progress \*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

understand and use multiple methods of assessment to guide the teacher’s and learner’s decision making \*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context \*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways \*

☐ 1

☐ 2

☐ 3



☐ 4

Comments:

engage in ongoing professional learning\*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

use evidence to continually evaluate his or her practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community)\*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

adapt practice to meet the needs of each learner\*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession\*

☐ 1

☐ 2

☐ 3

☐ 4

Comments:

## Demographic info (optional)

Gender:

☐ Female

☐ Male

☐ Nonbinary

☐ Decline to answer

Ethnicity (choose all that apply):

☐ Nonresident Alien (Temporary Resident)

☐ Hispanic/Latino (of any race)

☐ American Indian/Alaskan Native

☐ Asian

☐ Black/African American

☐ Native Hawaiian/Other Pacific Islander

☐ White

☐ Two or More Races

☐ Race/Ethnicity Unknown

☐ Decline to answer

Which of the following best describes what you are currently doing?

☐ Employed full-time

☐ Employed part-time

☐ Self-employed (full or part-time)

☐ Serving in the armed forces

☐ Not employed but continuing my education

☐ Employed and continuing my education

☐ Caring for a home/family

☐ Unemployed

☐ Other:

Thank you for taking the time to complete this survey. Your feedback is greatly appreciated!

**Teacher Effectiveness and P-12 Student Impact Project**

# Student Learning Objectives Survey for In-Service South Dakota Teachers

The survey is being administered through a collaborative effort among teacher education programs in the state of South Dakota. The purposes of this survey are to:

- **gather information regarding the undergraduate teacher preparation of South Dakota teachers**
- **gather information regarding the impact of teachers on the P-12 learners of South Dakota**
- **use the information gathered to build a repository of impact data for the use and analysis of South Dakota educator preparation programs to aid in continuous improvement efforts**

The survey will be used as evidence for the Council for the Accreditation of Educator Preparation (CAEP) Standard 4.1:

## R4.1 Completer Effectiveness

The provider demonstrates that program completers: A. effectively contribute to P-12 student-learning growth AND B. apply in P-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the evidence provided.

AND

- apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

Our promise to you regarding the use and privacy of any and all information gathered by this survey:

***All information gathered by this survey will be used specifically and exclusively for the purposes of measuring and improving the effectiveness of South Dakota educator preparation programs. Any potentially identifying data will be scrubbed from the results by the survey administrator before dissemination to universities for analysis. If you have any questions regarding how your information will be used, please contact the survey administrator, April Hinze at [april.hinze@northern.edu](mailto:april.hinze@northern.edu).***

Are you willing to participate in the SD EPP Teacher Effectiveness and P-12 Student Impact Project by sharing your SLO data with us? \*

☒ Yes

☐ Maybe

☐ Not at this time

If yes - you will receive a link for the SLO survey to complete at your leisure

Submit Form