NSU Academic Assessment Annual Report	
Academic Unit/Department	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
Academic Program	ELED
Date Range	AY 2022-2023
Completed By	Leslie Sauder & Nicole Schutter
Learning Outcome 1	Whole-Class Management
Outcome description	Candidates plan, lead, and manage whole class discussion and ensure the equitable participation of every child
Method of assessment	CAEP SPA Item 4.e
Goal for assessment results	80% of candidates will receive a consensus score of a 3 (the competent candidate) or above on Item 4.e of the SPA.
Data and/or evidence	For Academic Year 22-23, 94% of the teacher candidates received a consensus score of 3 or higher on Item 4.e
Goal met?	Met
Learning Outcome 2	Assessment Implementation
Outcome description	Candidates evaluate & support learning through assessment techniques that are developmentally appropriate, formative & summative, diagnostic, and varied.
Method of assessment	AY 22-23 CPAST Field Experience Evaluation, Item L (Assessment Techniques)
Goal for assessment results	80% of candidates will receive a consensus score of a 2 (meets expectations) or above on Item L of the CPAST.
Data and/or evidence	For AY 22-23, 87.5% of teacher candidates received a consensus score of a 2 or higher on Item L of the CPAST.
Goal met?	Met
Learning Outcome 3	Research-Theory Connections
Outcome description	Candidate discusses, provides evidence of & justifies connections to educational research and/or theory. Candidate uses research and/or theory to explain their P-12 learners' progress.
Method of assessment	AY 22-23 CPAST Field Experience Evaluation, Item M (Connections to Research and Theory)
Goal for assessment results	80% of candidates will receive a consensus score of a 2 (meets expectations) or above on Item M of the CPAST.
Data and/or evidence	For AY 22-23, 100% of elementary education teacher candidates received a consensus score of a 2 or higher on Item M of the CPAST.
Goal met?	Met
Learning Outcome 4	Data-Guided Instruction
Outcome description	Candidate uses uses data-informed decisions (trends and patterns) to design instruction and set short & long term goals for future instruction and assessment

Method of assessment	AY 22-23 CPAST Field Experience Evaluation, Item J (Data-Guided Instruction)
Goal for assessment results	80% of candidates will receive a consensus score of a 2 (meets expectations) or above on Item J of the CPAST.
Data and/or evidence	For AY 22-23, 79.5% of elementary education teacher candidates received a consensus score of a 2 or higher on Item J of the CPAST
Goal met?	Unmet
Learning Outcome 5	Assessment Planning
Outcome description	Candidate plans a variety of assessments that provide opportunities for learners of varying abilities to illustrate competence (whole class), align w/ standards, are culturally relevant, and promote learner growth.
Method of assessment	AY 22-23 CPAST Field Experience Evaluation, Item C (Assessment of P-12 Learning)
Goal for assessment results	80% of candidates will receive a consensus score of a 2 (meets expectations) or above on Item C of the CPAST.
Data and/or evidence	For AY 22-23, 94% of elementary education teacher candidates received a consensus score of a 2 or higher on Item C of the CPAST.
Goal met?	Met
Summary of strengths and/or areas for improvement	Candidates are effective in implementing whole-group practices and managing students in such settings, connecting theory to practice, and assessment planning and implementation. Significant progress in assessment planning and implementation and data-guided instruction were made from the 21-22 AY to the 22-23 AY. However, the goal for data-guided instruciton was not met for the 22-23 AY. Although significant progress was made from 50% to 79.5% of the candidates scoring a 2 or higher on Item J of the CPAST, as the goal of 80% was not attained. An action item regarding data-guided instruction from last year's report still remains an area of improvement within the program.
Action Plans	
Action Item 1	Data-Guided Instruction
Description	Through discussions, post observation feedback, midpoint meetings US will support TCs in understanding how to purposefully use data to inform instruction in their placements. Teacher education faculty will develop a plan for implementing additional instruction and scaffolding within this area of lesson planning and delivery for our teacher candidates.
Goal	80% of ELED TCs receive a consensus score of a 2 or higher in J. Data-Guided Instruction on the CPAST for their STE
Timeline	2023-2024
Individual(s) responsible	Teacher Education Department Chair and relevant faculty
Resources needed	CPAST
Action Item 2	Critical Thinking
Description	Through discussions, post observation feedback, midpoint meetings US will support TCs in understanding how to purposefully foster problem solving skills and encourage conceptual connections within their students. Teacher education faculty will develop a plan for implementing additional instruction and scaffolding within this area of lesson planning and delivery for our teacher candidates.

Goal	80% of ELED TCs receive a consensus score of a 2 or higher in F. Critical Thinking on the CPAST for their STE.
Timeline	2023-2024
Individual(s) responsible	Teacher Education Department Chair and relevant faculty
Resources needed	CPAST

Goal	80% of ELED TCs receive a consensus score of a 2 or higher in F. Critical Thinking on the CPAST for their STE.
Timeline	2023-2024
Individual(s) responsible	Teacher Education Department Chair and relevant faculty
Resources needed	CPAST

NSU Academic Assessment Annual Report	
Academic Unit/Department	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
Academic Program	SPED, SPED Minor
Date Range	AY 2022-2023
Completed By	Natasha Opp & Cheryl Wold
Learning Outcome 1	Team Work
Outcome description	Students will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. (Teamwork)
Method of assessment	Teacher Work Sample and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric item 7 and on the final evaluation consensus items O & S.
Data and/or evidence	Opportunites for collaboration with parents are limited in special education field experiences due to the shorter length of those experiences, resulting in lower final evaluation scores. For special education student teaching experiences, the students complete two 6-week placements in place of one 12-week placement so that they can complete both elementary and secondary experiences. In Fall 2022, Cooperating Teachers' and Teacher Candidates' combined ratings revealed that SPA data for item 7.1. as 94.12% and items 7.2 & 7.3 at 100%. Rubric item 7.1 requires candidates to use the theory and elements of effective collaboration. 7.2 relates to candidates serving as a collaborative resource to colleages and 7.3 relates to using collaboration to promote the well-being of individuals with exceptionalities across a range of settings. In Spring of 2023, 7.1, 7.2, and 7.3 were all rated at 100% proficiency. On the Final Evaluation, the consensus ratings for items O and S were examined for scores in the areas of collaboration. For item O, which is Parent Communication, 55% of Teacher Candidates were rated proficient. However, teacher candidates have very limited opportunities for collaboration with parents due to restrictions of cooperating teachers, legality concerns, and confidentiality concers. For item S, which is Collaboration with Cooperating Teacher and/or members of the school community 100% of candidates were rated proficient on the Consensus Score. Students have many opportunities for collaboration with colleagues, but an area for continued concern would be the appropriateness of this item in special education and how to provide these opportunities to teacher candidates. No action plan is needed.
Goal met?	No
Learning Outcome 2	Problem Solving
Outcome description	Students will select, adapt, and use evidence based instructional strategies to advance the learning of students with exceptionalities. (Problem Solving)
Method of assessment	Teacher Work Sample and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric items 3 & 5 and on the final evaluation consensus items B & D.

Data and/or evidence	In the 2022-2023 academic year, the final consensus on items B & D were both 100% This shows that all students exceeded the proficiency standard in this area on the Final Evaluation. Item B requires students to use a variety of materials and resources to encourage individualization and make content relevant. Item D requires students to differentiate learning to support learner development. For fall 2022 SPA item 3, which was curulular knowledge, for items 3.1, 3.2, and 3.3 ranged between 82-94% proficiency. In the spring of 2023, 3.1, 3.2, and 3.3 were all rated at 100% proficiency. SPA item 5, which is instructional planning and strategies, the ratings for items 5.1-5.7 received ratings between 92-95%. In the spring of 2023, all items 5.1-5.7 received 100% proficiency ratings. There are no concerns in this area.
Goal met?	Yes
Learning Outcome 3	Ethical Reasoning
Outcome description	Students will use foundational knowledge of special education and the professional ethical principals and practice standards to inform special education practice to engage in life long learning and to advance the profession. (Ethical Reasoning)
Method of assessment	Teacher Work Sample and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric item 6 and on the final evaluation consensus item T.
Data and/or evidence	For fall of 2022, SPA data shows that items 6.1-6.6 have a range in proficiency from 86%-95%. In the spring of 2023, SPA data shows that items 6.1-6.6 have a proficiency range from 88-100%. Item T on the final evalaution consensus shows 100% proficiency for the 2022-2023 academic year. As 100% of students have met or exceeded the standard in this area, there are no concerns in this area at this time.
Goal met?	Yes
Learning Outcome 4	Foundational Lifelong Learning Skills
Outcome description	Students will participate in purposeful learning activities on an ongoing basis to improve their knowledge, skills, and competence.
Method of assessment	Teacher Work Sample and Specialized Program Area
Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric item 6 and on the final evaluation consensus item N.
Data and/or evidence	In the 2022-2023 academic year, the final evaluation data shows that 100% of students met proficiency on item N. For fall of 2022, SPA data shows that items 6.1-6.6 have a range in proficiency from 86%-95%. In the spring of 2023, SPA data shows that items 6.1-6.6 have a proficiency range from 88-100%. There are no concerns in this area at this time.
Goal met?	Yes
Learning Outcome 5	Diversity, Inclusion, and Equity
Outcome description	Students will understand how persons with exceptionalities develop and learn through the creation of inclusive, culturally responsibilities learning environments so that students with exceptionalities become active and effective learners.
Method of assessment	Teacher Work Sample and Specialized Program Area

Goal for assessment results	At least 80% of students will perform at the proficient to advanced level on the Specialized Program Area (SPA) rubric items 1 & 2 with an average of 3.10, and on the final evaluation consensus item I, with an average of 2.70.
Data and/or evidence	Students met proficiency on the SPA rubric items 1 & 2, but only achieved an average of 2.55 on the final consensus, meaning they did proficiency standards, but did not reach the level noted in the goal.
Goal met?	Yes
Summary of strengths and/or areas for improvement	Overall, the students have met or exceeded the proficiency expectations. An area of continued improvement would be increased communication with parents. Given the short placement period (6 weeks), and the confidentiality requirements for special education, this area is challenging to meet at times. One one contact with parents is currently required during this experience. To increase the communication with parents, and align with the associated rubric, students will complete aprogress monitoring form to send home to parents upon the completion of theis experience. No action plans are needed at this time.
Action Plans	
Action Item 1	
Description	
Goal	
Timeline	
Individual(s) responsible	
Resources needed	
Action Item 2	
Description	
Goal	
Timeline	
Individual(s) responsible	
Resources needed	

NSU Academic Assessment Annual Report	
Academic Unit/Department	MILLICENT ATKINS SCHOOL OF EDUCATION - Teacher Education Program
Academic Program	K-12 and SEED Pedagogy
Date Range	AY 2022-23
Completed By	Monte Meyerink
Learning Outcome 1	Flexible Instruction
Outcome description	Candidates adequately check for understanding through formative assessment and make appropriate adjustments to instruction to best meet the needs of their students.
Method of assessment	CPAST Field Experience Evaluation, Item G (Checking for Understanding and Adjusting Instruction through Formative Assessment)
Goal for assessment results	At least 80% of SEED candidates will receive a consensus score of a 2 (meets expectations) or above on Item G of the final CPAST.
Data and/or evidence	100% of SEED candidates (n = 8) received a consensus score of 2 on Item G of the final CPAST (M = 2.13, SD = .35).
Goal met?	Yes
Learning Outcome 2	Adequate Assessment
Outcome description	Candidates evaluate and support learning through assessment techniques that are developmentally appropriate, differentiated in design, and aligned with course content.
Method of assessment	CPAST Field Experience Evaluation, Item L (Assessment Techniques)
Goal for assessment results	At least 80% of SEED candidates will receive a consensus score of a 2 (meets expectations) or above on Item L of the final CPAST.
Data and/or evidence	100% of SEED candidates (n = 8) received a consensus score of 2 on Item L of the final CPAST (M = 2.25, SD = .46).
Goal met?	Yes
Learning Outcome 3	Data-Driven Instruction
Outcome description	Candidates use classroom-level data to identify student learning trends and patterns and plan short- and long-term instruction and assessment.
Method of assessment	CPAST Field Experience Evaluation, Item J (Data-Guided Instruction)
Goal for assessment results	At least 80% of SEED candidates will receive a consensus score of a 2 (meets expectations) or above on Item J of the final CPAST.
Data and/or evidence	88% of SEED candidates (n = 8) received a consensus score of 2 on Item J of the final CPAST (M = 2.13, SD = .64).
Goal met?	Yes
Learning Outcome 4	Research- and Theory-Informed Instruction
Outcome description	Candidates explicitly and appropriately plan instructional and assessment practices on relevent research and/or theory and use research and/or theory to evaluate students' learning.

Method of assessment	CPAST Field Experience Evaluation, Item M (Connections to Research and Theory)
Goal for assessment results	At least 80% of SEED candidates will receive a consensus score of a 2 (meets expectations) or above on Item M of the final CPAST.
Data and/or evidence	100% of SEED candidates (n = 8) received a consensus score of 2 on Item M of the final CPAST (M = 2.38, SD = .52).
Goal met?	Yes
Learning Outcome 5	Reflective Professionalism
Outcome description	Candidates reflect on their own teaching performance and practices, are receptive to constructive criticism, incorporate feedback from the cooperating teacher and/or university supervisor, and proactively seek feedback from other professional educators.
Method of assessment	CPAST Field Experience Evaluation, Item U (Responds Positively to Feedback and Constructive Criticism)
Goal for assessment results	At least 80% of SEED candidates will receive a consensus score of a 2 (meets expectations) or above on Item U of the final CPAST.
Data and/or evidence	100% of SEED candidates (n = 8) received a consensus score of 2 on Item U of the final CPAST (M = 2.75, SD = .46).
Goal met?	Yes
Summary of strengths and/or areas for improvement	Overall, candidates demonstrated competence regarding flexible instruction, adequate assessment, date-driven instruction, research- and theory-informed instruction, and reflective professionalism. However, fewer than 80% of SEED candidates received a consensus score of 2 on Item E (Learning Target and Directions) of the final CPAST.
Action Plans	
Action Item 1	Assessment of Classroom Management Practices
Description	Minimal data is currently available for assessing SEED candidates competence in relation to classroom management. Adding a measure of classroom management to either the CPAST or SPA would be beneficial for assessment purposes.
Goal	Collect data on SEED candidates' classroom management competence.
Timeline	2023-24
Individual(s) responsible	Teacher Education Department Chair and relevant faculty
Resources needed	CPAST
Action Item 2	Learning Target and Directions
Description	Fewer than 80% of SEED candidates received a consensus score of 2 on Item E of the final CPAST. A greater emphasis on clearly stating both the learning target and directions should be integrated into the curriculum.
Goal	Integrate more information about the learning target and directions into SEED curriculum.
Timeline	2023-24
Individual(s) responsible	Teacher Education Department Chair and relevant faculty
Resources needed	CPAST

NSU Academic Assessment Annual Report	
Academic Unit/Department	MILLICENT ATKINS SCHOOL OF EDUCATION
Academic Program	MSED LEADERSHIP & ADMINISTRATION
Date Range	AY 2022-2023
Completed By	Nicole Schutter
Learning Outcome 1	INQUIRY & ANALYSIS
Outcome description	Analyzing, collecting, questioning, and understanding the components, knowledge, and reflective practice skills necessary for successful demonstration of leadership, vision, mission, supervision, and management capacities of a PK-12 school district principal.
Method of assessment	General course methods of assessment in the NSU Leadership and Administration Program related to inquiry and analysis include individual course readings, writings, projects, assignments, and exams. Special project assessments embedded in the Leadership and Administration program and unique to specific courses professional growth plans in EDAD 715 Theoretical and Practical Framework for Instructional Leadership and a school and community profile needs project in EDFN 742 School and Community Partnerships. Field experiences include 240 hours of internship experience in elementary and secondary schools (120 hours each level). Understanding of knowledge and skills is evaluated by final culminating program assessments including the completed internship experience and portfolio, comprehensive written exam, and final oral presentation.
Goal for assessment results	Provide learned evidence for demonstrating the capacity to practice applicable skills and knowledge necessary for safe, equitable operation of a PK-12 school.
Data and/or evidence	Final average comprehensive written exam scores for 2022-203 ranged between 2.5 to 3.8, with an average score of 3.24 out of 4.0 which indicated successful demonstration of Leadership and Administration Program standards. Additionally, 88% of the 8 students who completed the Praxis content exam in place of the written exam passed the exam on the first attempt, with an average score of 161. Final oral presentation average scores ranged from 2.46 to 3.85, with an average score of 3.29 out of 4.0. Internship portfolio total average scores ranged from 1.92 to 2.58 out of 3.0, with an average score of 2.18. In the areas of Mission & Vision, Improvement processes, Supervision, Resourcing, and School Operations within the internship portfolio, candidates scored an average of 2.17, 2.08, 2.17, 2.08, and 2.08 respectively.
Goal met?	Yes
Learning Outcome 2	CRITICAL & CREATIVE THINKING
Outcome description	Analyzing, exploring, and understanding learning processes and critical research skills. EPSY 742 Pyschology of Learning, EDER 765 Data Driven Decision Making, and EDER 761 Graduate Research and Design explore analytical, critical, and creative thinking skills.

Method of assessment	Classroom methods of assessment include school improvement plans, readings, discussions, presentations, narrative writings, research projects, exams, and assignments related to understanding how students learn and foundational projects in research and data collection methods. Final program assessments include an internship portfolio assessment, comprehensive written exam or Praxis exam, and final oral presentation.
Goal for assessment results	Provide evidence of the capacity for PK-12 educators to explore, analyze, evaluate, and recommend critical instructional methods for the purpose of understanding cognitive development in a PK-12 school. Understanding research methods and interpretation and expression of school data can help educators criticially analyze student academic outcomes for the purpose of exploring innovative, creative, and improved teaching practices and re-examine/re-allocate fiscal resources.
Data and/or evidence	Final average comprehensive written exam scores for 2022-203 ranged between 2.5 to 3.8, with an average score of 3.24 out of 4.0 which indicated successful demonstration of Leadership and Administration Program standards. Additionally, 88% of the 8 students who completed the Praxis content exam in place of the written exam passed the exam on the first attempt, with an average score of 161. Final oral presentation average scores ranged from 2.46 to 3.85, with an average score of 3.29 out of 4.0. Internship portfolio total average scores ranged from 1.92 to 2.58 out of 3.0, with an average score of 2.18.
Goal met?	Student classroom assignments and projects, internship results, final written exams, internship portfolio completion, and final oral presentations related to these standards were successfuly completed. Most students received assessment scores well above the scoring requirements for successful completion of the Leadership and Administration Program.
Learning Outcome 3	CIVIC KNOWLEDGE & ENGAGEMENT
Outcome description	Projects and assignments in EDAD 700 Models of Educational Leadership and EDFN 742 School and Community Partnerships require students as future principals to lead, report, discuss, question, analyze, collect, collate data, and develop strategies/skills necessary for developing strong school community partnerships in large school districts, rural farming communities, and Native American communities including the Cheyenne River and Standing Rock Sioux reservations.
Method of assessment	Classroom methods of assessment include leading and sharing development of proactive school safety practices and information strategies, readings, discussions, presentations, narrative writings, research projects, community needs assessment projects, exams, review projects, and assignments related to improved methods of successful strategies for school/community relationships. Final program assessments include an internship/employer survey/portfolio 360 degree assessment, comprehensive written exam, and final oral presentation.
Goal for assessment results	Provide learned evidence for demonstrating the capacity to practice applicable skills and knowledge necessary for the equitable, safe operation of a PK-12 school.

Data and/or evidence	Final average comprehensive written exam scores for 2022-203 ranged between 2.5 to 3.8, with an average score of 3.24 out of 4.0 which indicated successful demonstration of Leadership and Administration Program standards. Additionally, 88% of the 8 students who completed the Praxis content exam in place of the written exam passed the exam on the first attempt, with an average score of 161. Final oral presentation average scores ranged from 2.46 to 3.85, with an average score of 3.29 out of 4.0. Internship portfolio total average scores ranged from 1.92 to 2.58 out of 3.0, with an average score of 2.18. In the areas of Families Community within the internship portfolio, candidates scored an average of 2.5 and 2.58 out of 3.0, respectively.
Goal met?	Yes
Learning Outcome 4	ETHICAL REASONING
Outcome description	Analyzing, collecting, questioning, and understanding issues related to the role of social justice and ethical and equitable educational practices in a PK-12 school. Courses included are EDAD 735 School Law and EDAD 720 Special Education Law.
Method of assessment	Classroom methods of assessment include readings, discussions, presentations, narrative writings, research projects, exams, review projects, and assignments related to ethical practices, policy creation, equity, and legal reasoning. Final program assessments include an internship/employer survey/portfolio 360 degree assessment, comprehensive written exam, and final oral presentation.
Goal for assessment results	Provide learned evidence for demonstrating the capacity to practice applicable skills and knowledge necessary for the equitable, safe operation of a PK-12 school.
Data and/or evidence	Final average comprehensive written exam scores for 2022-203 ranged between 2.5 to 3.8, with an average score of 3.24 out of 4.0 which indicated successful demonstration of Leadership and Administration Program standards. Additionally, 88% of the 8 students who completed the Praxis content exam in place of the written exam passed the exam on the first attempt, with an average score of 161. Final oral presentation average scores ranged from 2.46 to 3.85, with an average score of 3.29 out of 4.0. Internship portfolio total average scores ranged from 1.92 to 2.58 out of 3.0, with an average score of 2.18. Specific to ethical leadership (behavior and decision-making), candidates scored an average of 2.17 out of 3.0 within these areas of the internship portfolio.
Goal met?	Yes
Learning Outcome 5	DIVERSITY, INCLUSION, & EQUITY
Outcome description	Analyzing, exploring, and understanding themes of diversity, inclusion, and equity in a PK-12 school. Courses included are EDAD 700 Models of Educational Leadership, EDAD 715 Theoretical and Practical Framework for Instructional Leadership, EDAD 725 The Principalship, EDAD 745 Organizational Leadership for Student Development, and SPED 704 Inclusive Education. Students analyze leadership, resource management, daily task management, and supervisory concepts related to the development of a school vision, mission, professional school learning culture, and inclusivity in leadership.

Method of assessment	Classroom methods of assessment include lessons in contemporary school leadership practices, school management, classroom instructional supervision, professional growth plans, school budget analysis, readings, discussions, presentations, narrative writings, research projects, and exams. Final program assessments include an internship portfolio assessment, comprehensive written exam, and final oral presentation.
Goal for assessment results	Provide learned evidence for demonstrating the capacity to practice applicable skills and knowledge necessary for the equitable, safe operation of a PK-12 school.
Data and/or evidence	Final average comprehensive written exam scores for 2022-203 ranged between 2.5 to 3.8, with an average score of 3.24 out of 4.0 which indicated successful demonstration of Leadership and Administration Program standards. Additionally, 88% of the 8 students who completed the Praxis content exam in place of the written exam passed the exam on the first attempt, with an average score of 161. Final oral presentation average scores ranged from 2.46 to 3.85, with an average score of 3.29 out of 4.0. Internship portfolio total average scores ranged from 1.92 to 2.58 out of 3.0, with an average score of 2.18. In the Equitable Access and Cultural Responsiveness areas of the internship portfolio, candidates scored a 2.25 and a 2.08, respectively.
Goal met?	Yes
Summary of strengths and/or areas for improvement	The NSU Leadership and Administration program is offered online for potential candidates throughout the northern plains region. Distance learning opportunities allow Northern State University to reach out to more diverse audiences in distant locations from Washington State, Massachusetts, Wyoming, Montana, Minnesota, North Dakota, and Oregon. Future goals should include increasing efforts to recruit students from all social and cultural backgrounds. Candidates receive a wide range of experiences through the program, which culminates with the intership. This comprehensive experience requires students to apply knowledge and skills learned throughout coursework to real-world, schoo based administration situations. Increased efforts and improved strategies for recruitment of students in general is an ongoing goal for the NSU Leadership and Administration Program. Employer surveys for students completing the NSU Leadership and Administration program have not been received, so greater effort has to be made to encourage school administrators to submit final employer survey reports.
Action Plans	
Action Item 1	Inquiry & Analysis
Description	Analyzing, collecting, questioning, and understanding the components, knowledge, and reflective practice skills necessary for successful demonstration of leadership, vision, mission, supervision, and management capacities of a PK-12 school district principal.
Goal	Increase average portfolio scores in the areas of: Mission & Vision, Improvement Processes, Supervision, Resourcing, and School Operations to 2.25 or higher.
Timeline	2022-2024
Individual(s) responsible	Leadership and Administration program coordinator and relevant faculty

Resources needed	
Action Item 2	*Increasing marketing efforts to recruit students from all social and cultural backgrounds.*
Description	Reach out to area Native American and rural communities to increase enrollment.
Goal	Better efforts to inform rural and Native American reservation communities about the convenient online nature of the Leadership and Administration program at NSU.
Timeline	2022-2024
Individual(s) responsible	Leadership and Administration program coordinator and relevant faculty
Resources needed	Possible creation of informational brochures and other contact mailings. Social media and Slate campaigns.

Common Lesson Planning Rubric		Standards/ Objective	Assessment	Technology	Differentiation, Accommodations, & Modifications	Management	Lesson Implementation
FA22	Avg	3.00	2.91	3.03	2.86	2.88	3.18
	N	107	107	107	107	107	107
	Std	0.51	0.52	0.57	0.54	0.43	0.61
	% at Target	86.92%	81.31%	86.92%	79.44%	84.11%	88.79%
SP23	Avg	4.43	4.07	4.31	4.14	4.09	4.28
	N	81	81	81	81	81	81
	Std	9.97	9.34	9.99	9.11	9.68	10.22
	% at Target	98.77%	87.65%	96.30%	90.12%	88.89%	95.06%

cont'd		Successes	Challenges	Improvements
FA22	Avg	3.06	2.86	2.92
	N	87	87	87
	Std	0.35	0.46	0.49
	% at Target	96.55%	81.61%	83.91%
SP23	Avg	3.94	3.81	3.75
	N	81	81	81
	Std	9.01	7.56	7.80
	% at Target	92.59%	96.30%	87.65%

CLPR Technology		supports creative thinking and inventiveness using digital tools and resources	technology to engage students in learning with reasonable success	implements authentic learning experiences that incorporate digital tools and resources	demonstrates adequate use of technology systems and information resources	communicates relevant information and ideas to students, guardians, and/or peers using technology
FA22	Avg	3.13	3.01	2.99	2.99	2.85
	N	107	107	107	107	107
	Std	0.63	0.45	0.45	0.22	0.38
	% at Target	87.85%	92.52%	91.59%	97.20%	84.11%
SP23	Avg	5.06	5.21	5.21	5.19	7.14
	N	47	47	47	47	21
	Std	13.26	13.99	13.84	14.73	18.98
	% at Target	95.74%	93.62%	89.36%	93.62%	95.24%

cont'd		promotes safe, legal, and/or ethical use of digital information and media	promotes responsible social interactions related to the use of technology and information	plans learning experiences that are supported by a relevant learning theory or educational technology practice	exhibits leadership by effectively promoting the use of digital tools and resources
FA22	Avg	2.98	3.11	3.05	3.05
	N	107	107	107	107
	Std	0.24	0.32	0.57	0.40
	% at Target	96.26%	100.00%	87.85%	94.39%
SP23	Avg	6.88	5.52	5.09	5.15
	N	26	42	47	47
	Std	19.60	16.04	13.26	14.29
	% at Target	96.15%	97.62%	93.62%	95.74%

SPECIALIZED PROGRAM AREA STANDARDS EVALUATIONS

CAEP ELED SPA

Ratings by CT		1.a	1.b	1.c	2.a	2.b	2.c	2.d	3.a	3.b	3.c	3.d	3.e
FA22	Avg	3.44	3.56	3.44	3.44	3.56	3.38	3.33	3.44	3.56	3.44	3.33	3.44
	N	9	9	9	9	9	8	9	9	9	9	9	9
	Std	0.53	0.53	0.53	0.73	0.73	0.74	0.71	0.73	0.73	0.73	0.71	0.73
	% at Target	100%	100%	100%	89%	89%	88%	89%	89%	89%	89%	89%	89%
SP23	Avg	3.43	3.29	3.29	3.43	3.43	3.14	3.29	3.43	3.43	3.86	3.43	3.43
	N	7	7	7	7	7	7	7	7	7	7	7	7
	Std	0.53	0.76	0.76	0.53	0.53	0.69	0.49	0.79	0.53	0.38	0.79	0.79
	% at Target	100%	86%	86%	100%	100%	86%	100%	86%	100%	100%	86%	86%
AY 2022-23	Avg	3.44	3.44	3.38	3.44	3.50	3.27	3.31	3.44	3.50	3.63	3.38	3.44
	N	16	16	16	16	16	15	16	16	16	16	16	16
	Std	0.51	0.63	0.62	0.63	0.63	0.70	0.60	0.73	0.63	0.62	0.72	0.73
	% at Target	100%	94%	94%	94%	94%	87%	94%	88%	94%	94%	88%	88%

Ratings by CT, cont'd		3.f	4.a	4.b	4.c	4.d	4.e	4.f	4.g	5.a	5.b	5.c
FA22	Avg	3.56	3.67	3.67	3.78	3.56	3.56	3.44	3.22	3.67	3.33	3.56
	N	9	9	9	9	9	9	9	9	9	9	9
	Std	0.73	0.50	0.71	0.44	0.73	0.73	0.73	0.67	0.50	0.71	0.73
	% at Target	89%	100%	89%	100%	89%	89%	89%	89%	100%	89%	89%
SP23	Avg	3.43	3.43	3.71	3.57	3.43	3.43	3.57	3.43	3.71	3.14	3.71
	N	7	7	7	7	7	7	7	7	7	7	7
	Std	0.79	0.79	0.49	0.53	0.53	0.53	0.53	0.79	0.49	0.69	0.76
	% at Target	86%	86%	100%	100%	100%	100%	100%	86%	100%	86%	86%
AY 2022-23	Avg	3.50	3.56	3.69	3.69	3.50	3.50	3.50	3.31	3.69	3.25	3.63
	N	16	16	16	16	16	16	16	16	16	16	16
	Std	0.73	0.63	0.60	0.48	0.63	0.63	0.63	0.70	0.48	0.68	0.72
	% at Target	88%	94%	94%	100%	94%	94%	94%	88%	100%	88%	88%

Ratings by US		1.a	1.b	1.c	2.a	2.b	2.c	2.d	3.a	3.b	3.c	3.d	3.e
FA22	Avg	3.33	3.00	3.42	3.33	3.00	2.33	2.50	3.17	3.25	3.25	3.25	3.17
	N	12	12	12	12	11	6	6	12	12	12	12	12
	Std	0.49	0.43	0.51	0.49	0.00	0.52	0.55	0.72	0.62	0.62	0.62	0.72
	% at Target	100%	92%	100%	100%	100%	33%	50%	83%	92%	92%	92%	83%
SP23	Avg	3.23	3.08	2.67	3.23	3.18	3.18	3.10	3.23	3.23	3.31	2.77	3.31
	N	13	13	12	13	11	11	10	13	13	13	13	13
	Std	0.44	0.28	0.78	0.44	0.40	0.40	0.32	0.44	0.44	0.48	0.60	0.48
	% at Target	100%	100%	50%	100%	100%	100%	100%	100%	100%	100%	69%	100%
AY 2022-23	Avg	3.28	3.04	3.04	3.28	3.09	2.88	2.88	3.20	3.24	3.28	3.00	3.24
	N	25	25	24	25	22	17	16	25	25	25	25	25
	Std	0.46	0.35	0.75	0.46	0.29	0.60	0.50	0.58	0.52	0.54	0.65	0.60
	% at Target	100%	96%	75%	100%	100%	76%	81%	92%	96%	96%	80%	92%

Ratings by US, cont'd		3.f	4.a	4.b	4.c	4.d	4.e	4.f	4.g	5.a	5.b	5.c
FA22	Avg	3.33	3.25	3.42	3.33	2.92	3.25	3.36	3.27	3.25	3.09	3.36
	N	12	12	12	12	12	12	11	11	12	11	11
	Std	0.49	0.62	0.51	0.49	0.29	0.62	0.50	0.65	0.75	0.83	0.50
	% at Target	100%	92%	100%	100%	92%	92%	100%	91%	83%	73%	100%
SP23	Avg	3.31	3.15	3.08	3.23	3.31	3.23	3.25	2.67	3.31	2.62	3.31
	N	13	13	12	13	13	13	12	12	13	13	13
	Std	0.48	0.38	0.67	0.44	0.48	0.44	0.45	0.89	0.48	0.87	0.48
	% at Target	100%	100%	83%	100%	100%	100%	100%	42%	100%	38%	100%
AY 2022-23	Avg	3.32	3.20	3.25	3.28	3.12	3.24	3.30	2.96	3.28	2.83	3.33
	N	25	25	24	25	25	25	23	23	25	24	24
	Std	0.48	0.50	0.61	0.46	0.44	0.52	0.47	0.82	0.61	0.87	0.48
	% at Target	100%	96%	92%	100%	96%	96%	100%	65%	92%	54%	100%

Early Childhood Education		1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2	4.3	5.1	5.2	5.3	5.4	5.5
AY 2022-23	Avg	3.25	3.25	3.19	2.94	3.15	3.10	3.30	3.05	3.00	3.50	3.40	3.25	3.30	3.41
	N	20	20	16	17	20	20	20	20	20	20	20	20	20	17
	Std	0.44	0.72	0.54	0.43	0.67	0.55	0.47	0.51	0.46	0.51	0.60	0.55	0.57	0.51
	% at Target	100%	85%	94%	88%	85%	90%	100%	90%	90%	100%	95%	95%	95%	100%

BiologyChemistry		1.1	1.2	1.3	2.1	3.1	4.1	4.2	5.1	5.2	6.1	7.1	7.2	7.3	7.4
AY 2022-23	Avg	3.00	3.00	2.67	3.00	3.00	3.00	3.00	3.00	2.67	3.00	3.00	3.00	3.00	3.00
	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Std	0.00	0.00	0.58	0.00	0.00	0.00	0.00	0.00	0.58	0.00	0.00	0.00	0.00	0.00
	% at Target	100%	100%	67%	100%	100%	100%	100%	100%	67%	100%	100%	100%	100%	100%

English Language Arts		1.1	1.2	2.1	2.2	2.3	2.4	2.5	2.6	2.7	3.1	3.2	3.3	3.4	3.5
AY 2022-23	Avg	2.80	2.60	2.90	2.80	2.50	2.44	2.50	2.30	2.40	2.70	2.80	2.70	2.90	2.50
	N	10	10	10	10	10	9	10	10	10	10	10	10	10	10
	Std	0.42	0.52	0.32	0.42	0.53	0.53	0.53	0.48	0.52	0.48	0.42	0.48	0.32	0.53
	% at Target	80%	60%	90%	80%	50%	44%	50%	30%	40%	70%	80%	70%	90%	50%

History/Social Studies		1	2	3	4	5	6	7	8	9	10
AY 2022-23	Avg	3.00	3.00	3.00	3.00	3.00	3.14	3.00	2.71	3.00	3.00
	N	7	7	7	7	7	7	7	7	7	7
	Std	0.00	0.00	0.00	0.00	0.00	0.38	0.00	0.49	0.00	0.00
	% at Target	100%	100%	100%	100%	100%	100%	100%	71%	100%	100%

Physical Education		1	2	3	4	5	6
AY 2022-23	Avg	3.17	3.25	2.83	3.00	2.92	3.17
	N	12	12	12	12	12	12
	Std	0.72	0.62	0.83	0.60	0.79	0.94
	% at Target	83%	92%	75%	83%	83%	83%

Special Educaition CEC Standards		1.1	1.2	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2
FA22	Avg	3.47	3.41	3.24	3.12	2.94	3.12	3.35	3.35	3.00	3.06	3.06	3.35	3.56	3.24
	N	17	17	17	17	16	17	17	17	17	17	16	17	16	17
	Std	0.62	0.62	0.56	0.49	0.57	0.49	0.61	0.79	0.35	0.56	0.25	0.61	0.63	0.56
	% at Target	94%	94%	94%	94%	81%	94%	94%	82%	94%	88%	100%	94%	94%	94%
SP23	Avg	3.22	3.33	3.11	3.22	3.00	3.22	3.22	3.44	3.00	3.00	2.89	3.00	3.56	3.22
	N	9	9	9	9	9	9	9	9	9	9	9	9	9	9
	Std	0.44	0.50	0.33	0.44	0.00	0.44	0.44	0.53	0.00	0.00	0.33	0.00	0.53	0.44
	% at Target	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	89%	100%	100%	100%
cont'd		5.3	5.4	5.5	5.6	5.7	6.1	6.2	6.3	6.4	6.5	6.6	7.1	7.2	7.3
FA22	Avg	2.93	3.06	3.23	3.12	3.24	3.47	3.29	3.41	3.29	3.00	2.86	3.00	3.35	3.41
	N	14	17	13	17	17	17	17	17	17	15	14	17	17	17
	Std	0.27	0.43	0.60	0.49	0.56	0.62	0.59	0.62	0.59	0.38	0.36	0.35	0.49	0.51
	% at Target	93%	94%	92%	94%	94%	94%	94%	94%	94%	93%	86%	94%	100%	100%
SP23	Avg	3.00	3.11	3.00	3.33	3.00	3.22	3.33	3.44	3.22	3.11	2.88	3.33	3.33	3.33
	N	8	9	8	9	9	9	9	9	9	9	8	9	9	9
	Std	0.00	0.33	0.00	0.50	0.00	0.44	0.50	0.53	0.44	0.33	0.35	0.50	0.50	0.50
	% at Target	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	88%	100%	100%	100%

Special Educaition CEC Advanced Standards		1.1	1.2	2.1	3.1	3.2	4.1	4.2	5.1	5.2	6.1
SP23	Avg	2.43	2.33	2.50	2.86	2.86	2.71	2.29	2.29	2.67	2.50
	N	7	6	6	7	7	7	7	7	6	6
	Std	0.53	0.52	0.55	0.38	0.38	0.49	0.49	0.49	0.52	0.55
	% at Target	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
cont'd		6.2	6.3	7.1	7.2	8.1	9.1	10.1	11.1	12.1	
SP23	Avg	2.43	2.43	2.43	2.43	2.57	2.71	2.43	2.43	2.50	
	N	7	7	7	7	7	7	7	7	6	
	Std	0.53	0.53	0.53	0.53	0.53	0.49	0.53	0.53	0.55	
	% at Target	100%	100%	100%	100%	100%	100%	100%	100%	100%	

*no evalautions in FA22

CPAST Student Teaching Evaluation			Midterm										
			A	B	C	D	E	F	G	H	I	J	K
FA22	Elementary Education	Avg	2.29	2.43	2.21	2.14	2.00	2.00	2.21	1.93	2.50	1.79	2.29
		N	14	14	14	14	14	14	14	14	14	14	14
		Std	0.47	0.51	0.43	0.53	0.68	0.68	0.58	0.83	0.65	0.58	0.61
		% at Target	100%	100%	100%	93%	79%	79%	93%	79%	93%	71%	93%
SP23	Elementary Education	Avg	2.29	2.35	2.00	2.18	2.47	1.71	2.24	2.41	2.88	1.88	2.35
		N	17	17	17	17	17	17	17	17	17	17	17
		Std	0.47	0.49	0.50	0.64	0.51	0.47	0.56	0.51	0.33	0.33	0.49
		% at Target	100%	100%	88%	88%	100%	71%	94%	100%	100%	88%	100%

CPAST Student Teaching Evaluation			Midterm										
			A	B	C	D	E	F	G	H	I	J	K
AY 2022-23	Special Education	Avg	2.45	2.55	2.00	2.36	2.27	2.18	2.36	2.45	2.55	2.09	2.45
		N	11	11	11	11	11	11	11	11	11	11	11
		Std	0.52	0.52	0.00	0.50	0.47	0.40	0.50	0.52	0.69	0.54	0.52
		% at Target	100%	100%	100%	100%	100%	100%	100%	100%	91%	91%	100%

CPAST Student Teaching Evaluation			Midterm										
			A	B	C	D	E	F	G	H	I	J	K
AY 2022-23	Secondary Education	Avg	2.19	2.24	1.90	2.14	2.10	1.90	2.00	2.48	2.52	1.86	2.29
		N	21	21	21	21	21	21	21	21	21	21	21
		Std	0.60	0.83	0.62	0.73	0.54	0.54	0.55	0.60	0.51	0.57	0.46
		% at Target	90%	76%	76%	81%	90%	81%	86%	95%	100%	76%	100%

CPAST Student Teaching Evaluation			Midterm										
			A	B	C	D	E	F	G	H	I	J	K
AY 2022-23	K-12 Education	Avg	2.00	2.25	1.63	1.88	2.00	2.25	2.13	1.88	2.25	1.63	2.13
		N	8	8	8	8	8	8	8	8	8	8	8
		Std	0.53	0.46	0.52	0.83	0.53	0.46	0.83	0.64	0.71	0.52	0.64
		% at Target	88%	100%	63%	63%	88%	100%	75%	75%	88%	63%	88%

CPAST Student Teaching Evaluation			Midterm										
			A	B	C	D	E	F	G	H	I	J	K
AY 2022-23	Early Childhood Education	Avg	2.86	2.86	2.71	2.43	2.71	2.43	2.86	2.50	3.00	2.43	2.86
		N	7	7	7	7	7	7	7	6	7	7	7
		Std	0.38	0.38	0.49	0.53	0.49	0.53	0.38	0.55	0.00	0.53	0.38
		% at Target	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

CPAST Student Teaching Evaluation			Midterm										
			A	B	C	D	E	F	G	H	I	J	K
AY 2022-23	ECE/Special Education	Avg	2.33	2.33	2.00	2.50	2.00	2.00	2.50	2.17	2.67	2.17	2.33
		N	6	6	6	6	6	6	6	6	6	6	6
		Std	0.52	0.52	0.00	0.55	0.00	0.00	0.55	0.41	0.52	0.41	0.52
		% at Target	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

CPAST Student Teaching Evaluation			Midterm, cont'd									
			L	M	N	O	P	Q	R	S	T	U
FA22	Elementary Education	Avg	2.00	2.07	2.46	2.23	2.64	2.64	2.64	2.64	2.50	2.64
		N	14	14	13	13	14	14	14	14	14	14
		Std	0.39	0.27	0.66	0.60	0.50	0.50	0.50	0.50	0.52	0.50
		% at Target	93%	100%	92%	92%	100%	100%	100%	100%	100%	100%
SP23	Elementary Education	Avg	1.88	2.12	2.41	1.76	2.65	2.65	2.65	2.71	2.35	2.71
		N	17	17	17	17	17	17	17	17	17	17
		Std	0.49	0.33	0.51	0.75	0.49	0.61	0.49	0.47	0.49	0.47
		% at Target	82%	100%	100%	59%	100%	94%	100%	100%	100%	100%

CPAST Student Teaching Evaluation			Midterm, cont'd									
			L	M	N	O	P	Q	R	S	T	U
AY 2022-23	Special Education	Avg	2.09	2.00	2.45	1.73	2.82	2.73	2.64	2.55	2.36	2.64
		N	11	11	11	11	11	11	11	11	11	11
		Std	0.30	0.45	0.52	0.79	0.40	0.47	0.50	0.52	0.50	0.50
		% at Target	100%	91%	100%	55%	100%	100%	100%	100%	100%	100%

CPAST Student Teaching Evaluation			Midterm, cont'd									
			L	M	N	O	P	Q	R	S	T	U
AY 2022-23	Secondary Education	Avg	2.05	2.10	2.00	1.86	2.52	2.52	2.48	2.33	2.14	2.57
		N	21	21	21	21	21	21	21	21	21	21
		Std	0.59	0.62	0.63	0.57	0.51	0.51	0.51	0.66	0.57	0.60
		% at Target	86%	86%	81%	76%	100%	100%	100%	90%	90%	95%

CPAST Student Teaching Evaluation			Midterm, cont'd									
			L	M	N	O	P	Q	R	S	T	U
AY 2022-23	K-12 Education	Avg	1.63	2.13	2.25	2.17	2.75	2.75	2.50	2.63	2.38	2.38
		N	8	8	8	6	8	8	8	8	8	8
		Std	0.74	0.35	0.46	0.75	0.46	0.46	0.53	0.52	0.52	0.52
		% at Target	50%	100%	100%	83%	100%	100%	100%	100%	100%	100%

CPAST Student Teaching Evaluation			Midterm, cont'd									
			L	M	N	O	P	Q	R	S	T	U
AY 2022-23	Early Childhood Education	Avg	2.57	2.57	2.67	2.50	3.00	3.00	3.00	3.00	2.86	2.86
		N	7	7	6	6	7	7	7	7	7	7
		Std	0.53	0.53	0.52	0.55	0.00	0.00	0.00	0.00	0.38	0.38
		% at Target	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

CPAST Student Teaching Evaluation			Midterm, cont'd									
			L	M	N	O	P	Q	R	S	T	U
AY 2022-23	ECE/Special Education	Avg	2.00	2.17	2.50	2.00	2.83	2.67	2.67	2.67	2.50	2.67
		N	6	6	6	6	6	6	6	6	6	6
		Std	0.00	0.75	0.55	0.63	0.41	0.52	0.52	0.52	0.55	0.52
		% at Target	100%	83%	100%	83%	100%	100%	100%	100%	100%	100%

CPAST Student Teaching Evaluation			Final										
			A	B	C	D	E	F	G	H	I	J	K
FA22	Elementary Education	Avg	2.50	2.79	2.43	2.50	2.57	2.43	2.43	2.64	2.64	2.36	2.64
		N	14	14	14	14	14	14	14	14	14	14	14
		Std	0.52	0.43	0.51	0.52	0.51	0.51	0.51	0.50	0.63	0.50	0.50
		% at Target	100%	100%	100%	100%	100%	100%	100%	100%	93%	100%	100%
SP23	Elementary Education	Avg	2.59	2.76	2.53	2.47	2.71	2.18	2.65	2.65	2.94	2.12	2.65
		N	17	17	17	17	17	17	17	17	17	17	17
		Std	0.51	0.44	0.51	0.62	0.47	0.53	0.49	0.49	0.24	0.33	0.49
		% at Target	100%	100%	100%	94%	100%	94%	100%	100%	100%	100%	100%
CPAST Student Teaching Evaluation			Final										
			A	B	C	D	E	F	G	H	I	J	K
AY 2022-23	Special Education	Avg	2.55	2.55	2.27	2.64	2.64	2.18	2.45	2.64	2.91	2.18	2.73
		N	11	11	11	11	11	11	11	11	11	11	11
		Std	0.52	0.52	0.47	0.50	0.50	0.40	0.52	0.50	0.30	0.40	0.47
		% at Target	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
CPAST Student Teaching Evaluation			Final										
			A	B	C	D	E	F	G	H	I	J	K
AY 2022-23	Secondary Education	Avg	2.50	2.38	2.25	2.25	2.13	2.50	2.13	2.75	2.63	2.13	2.50
		N	8	8	8	8	8	8	8	8	8	8	8
		Std	0.76	0.52	0.46	0.71	0.83	0.76	0.35	0.46	0.52	0.64	0.53
		% at Target	88%	100%	100%	88%	75%	88%	100%	100%	100%	88%	100%
CPAST Student Teaching Evaluation			Final										
			A	B	C	D	E	F	G	H	I	J	K
AY 2022-23	K-12 Education	Avg	2.57	2.57	2.43	2.29	2.38	2.33	2.33	2.76	2.76	2.24	2.43
		N	21	21	21	21	21	21	21	21	21	21	21
		Std	0.60	0.51	0.51	0.64	0.67	0.66	0.58	0.54	0.44	0.62	0.60
		% at Target	95%	100%	100%	90%	90%	90%	95%	95%	100%	90%	95%

CPAST Student Teaching Evaluation			Final, cont'd									
			L	M	N	O	P	Q	R	S	T	U
FA22	Elementary Education	Avg	2.50	2.36	2.79	2.57	2.86	2.86	2.79	2.79	2.64	2.79
		N	14	14	14	14	14	14	14	14	14	14
		Std	0.52	0.50	0.43	0.65	0.36	0.36	0.43	0.43	0.50	0.43
		% at Target	100%	100%	100%	93%	100%	100%	100%	100%	100%	100%
SP23	Elementary Education	Avg	2.35	2.41	2.71	2.35	2.82	2.82	2.82	2.94	2.59	2.88
		N	17	17	17	17	17	17	17	17	17	17
		Std	0.49	0.51	0.47	0.61	0.39	0.39	0.39	0.24	0.51	0.33
		% at Target	100%	100%	100%	94%	100%	100%	100%	100%	100%	100%

CPAST Student Teaching Evaluation			Final, cont'd									
			L	M	N	O	P	Q	R	S	T	U
AY 2022-23	Special Education	Avg	2.09	2.09	2.36	2.18	2.91	2.73	2.73	3.00	2.64	2.64
		N	11	11	11	11	11	11	11	11	11	11
		Std	0.30	0.30	0.67	0.60	0.30	0.47	0.47	0.00	0.50	0.50
		% at Target	100%	100%	91%	91%	100%	100%	100%	100%	100%	100%

CPAST Student Teaching Evaluation			Final, cont'd									
			L	M	N	O	P	Q	R	S	T	U
AY 2022-23	Secondary Education	Avg	2.25	2.38	2.63	2.63	2.88	2.63	2.75	2.63	2.63	2.75
		N	8	8	8	8	8	8	8	8	8	8
		Std	0.46	0.52	0.52	0.52	0.35	0.52	0.46	0.52	0.52	0.46
		% at Target	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

CPAST Student Teaching Evaluation			Final, cont'd									
			L	M	N	O	P	Q	R	S	T	U
AY 2022-23	K-12 Education	Avg	2.33	2.52	2.52	2.24	2.76	2.76	2.71	2.67	2.76	2.81
		N	21	21	21	21	21	21	21	21	21	21
		Std	0.58	0.51	0.51	0.70	0.44	0.44	0.56	0.48	0.44	0.40
		% at Target	95%	100%	100%	95%	100%	100%	95%	100%	100%	100%

CPAST Student Teaching Evaluation			Growth										
			A	B	C	D	E	F	G	H	I	J	K
FA22	Elementary Education	Avg	0.21	0.36	0.21	0.36	0.57	0.43	0.21	0.71	0.14	0.57	0.36
SP23	Elementary Education	Avg	0.29	0.41	0.53	0.29	0.24	0.47	0.41	0.24	0.06	0.24	0.29

CPAST Student Teaching Evaluation			Growth										
			A	B	C	D	E	F	G	H	I	J	K
AY 2022-23	Special Education	Avg	0.09	0.00	0.27	0.27	0.36	0.00	0.09	0.18	0.36	0.09	0.27

CPAST Student Teaching Evaluation			Growth										
			A	B	C	D	E	F	G	H	I	J	K
AY 2022-23	Secondary Education	Avg	0.38	0.33	0.52	0.14	0.29	0.43	0.33	0.29	0.24	0.38	0.14

CPAST Student Teaching Evaluation			Growth										
			A	B	C	D	E	F	G	H	I	J	K
AY 2022-23	K-12 Education	Avg	0.50	0.25	0.50	0.38	0.25	0.25	0.13	0.38	0.25	0.50	0.50

CPAST Student Teaching Evaluation			Growth, cont'd									
			L	M	N	O	P	Q	R	S	T	U
FA22	Elementary Education	Avg	0.50	0.29	0.31	0.31	0.21	0.21	0.14	0.14	0.14	0.14
SP23	Elementary Education	Avg	0.47	0.29	0.29	0.59	0.18	0.18	0.18	0.24	0.24	0.18

CPAST Student Teaching Evaluation			Growth, cont'd									
			L	M	N	O	P	Q	R	S	T	U
AY 2022-23	Special Education	Avg	0.00	0.09	-0.09	0.45	0.09	0.00	0.09	0.45	0.27	0.00

CPAST Student Teaching Evaluation			Growth, cont'd									
			L	M	N	O	P	Q	R	S	T	U
AY 2022-23	Secondary Education	Avg	0.29	0.43	0.52	0.38	0.24	0.24	0.24	0.33	0.62	0.24

CPAST Student Teaching Evaluation			Growth, cont'd									
			L	M	N	O	P	Q	R	S	T	U
AY 2022-23	K-12 Education	Avg	0.50	0.25	0.13	0.00	0.00	0.13	0.38	-0.13	0.13	0.50

2022-23 Classroom Dispositions

Midterm		I	II	III	IV	V	VI	VII	VIII	Midterm Average
FA22	Avg	1.95	2.04	1.99	1.99	2.01	2.03	2.02	2.00	2.00
	Std	0.30	0.34	0.17	0.11	0.07	0.20	0.17	0.00	0.11
	N	430	430	430	407	371	430	374	295	430
	% at Target	96%	97%	98%	99%	100%	100%	99%	100%	100%
SP23	Avg	1.89	1.95	1.98	1.99	1.99	1.98	1.98	1.99	1.97
	Std	516	516	501	448	466	515	516	431	516
	N	0.38	0.33	0.16	0.16	0.10	0.19	0.24	0.23	0.18
	% at Target	91%	94%	99%	99%	100%	98%	97%	98%	99%

Final		I	II	III	IV	V	VI	VII	VIII	Final Average
FA22	Avg	1.96	2.07	2.02	2.02	2.00	2.06	2.05	2.00	2.02
	Std	0.48	0.45	0.20	0.25	0.09	0.30	0.26	0.00	0.20
	N	386	386	386	386	348	386	371	184	386
	% at Target	92%	95%	99%	99%	100%	99%	99%	100%	99%
SP23	Avg	1.98	1.99	1.97	1.97	1.97	1.97	1.95	1.97	1.97
	Std	513	511	511	446	465	511	511	396	513
	N	0.56	0.47	0.31	0.22	0.24	0.33	0.34	0.25	0.29
	% at Target	90%	93%	97%	98%	98%	96%	95%	98%	98%

HEOA - Title II 2022 - 2023 Academic Year

ETS Title II Reporting Services

Institution Name	**Northern State University**
Institution Code	**6487**
State	**South Dakota**

April 5, 2024

Assessment Information[1]	Group	Institution				Assessment Cut Score[2]	Statewide			
		Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Institutional Average Scaled Score		Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate	Statewide Average Scaled Score
ART CONTENT KNOWLEDGE (5134)	All enrolled students who have completed all nonclinical courses, 2022-23	1				151	4			
Test Company: ETS	Other enrolled students, 2022-23						11	10	91%	160
Score Range: 100-200	All program completers, 2022-23						11	9	82%	164
	All program completers, 2021-22	2				151	16	16	100%	166
	All program completers, 2020-21	1				151	12	12	100%	172
BIOLOGY CONTENT KNOWLEDGE (0235)	All enrolled students who have completed all nonclinical courses, 2022-23	1				147	3			
Test Company: ETS	Other enrolled students, 2022-23						3			
Score Range: 100-200	All program completers, 2022-23	2				147	11	11	100%	167
	All program completers, 2021-22	1				147	14	14	100%	165
	All program completers, 2020-21	1				147	20	20	100%	169
CHEMISTRY CONTENT KNOWLEDGE (0245)	All enrolled students who have completed all nonclinical courses, 2022-23									
Test Company: ETS	Other enrolled students, 2022-23						2			
Score Range: 100-200	All program completers, 2022-23						5			
	All program completers, 2021-22	1				135	8			
	All program completers, 2020-21	1				135	13	13	100%	167
ELEM ED CKT: MATHEMATICS (7813)	All enrolled students who have completed all nonclinical courses, 2022-23	4				143	4			
Test Company: ETS	Other enrolled students, 2022-23						2			
Score Range: 100-200	All program completers, 2022-23						4			
	All program completers, 2021-22						4			
	All program completers, 2020-21									

Assessment Information[1]	Group	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Institutional Average Scaled Score	Assessment Cut Score[2]	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate	Statewide Average Scaled Score
ELEM ED CKT: READING LANGUAGE ARTS (7812) *Test Company: ETS* *Score Range: 100-200*	All enrolled students who have completed all nonclinical courses, 2022-23	5				156	5			
	Other enrolled students, 2022-23						3			
	All program completers, 2022-23						6			
	All program completers, 2021-22						4			
	All program completers, 2020-21									
ELEM ED CKT: SCIENCE (7814) *Test Company: ETS* *Score Range: 100-200*	All enrolled students who have completed all nonclinical courses, 2022-23	5				144	5			
	Other enrolled students, 2022-23						3			
	All program completers, 2022-23						6			
	All program completers, 2021-22						5			
	All program completers, 2020-21						2			
ELEM ED CKT: SOCIAL STUDIES (7815) *Test Company: ETS* *Score Range: 100-200*	All enrolled students who have completed all nonclinical courses, 2022-23	8				161	8			
	Other enrolled students, 2022-23						4			
	All program completers, 2022-23	1				161	8			
	All program completers, 2021-22						6			
	All program completers, 2020-21						3			
ELEM ED MULTI SUBJ MATHEMATICS (5003) *Test Company: ETS* *Score Range: 100-200*	All enrolled students who have completed all nonclinical courses, 2022-23	42	41	98%	170	146	77	65	84%	165
	Other enrolled students, 2022-23						191	181	95%	173
	All program completers, 2022-23	32	32	100%	176	146	213	209	98%	172
	All program completers, 2021-22	31	31	100%	174	146	250	249	100%	175
	All program completers, 2020-21	37	37	100%	177	146	288	288	100%	176
ELEM ED MULTI SUBJ READING LANG ARTS (5002) *Test Company: ETS* *Score Range: 100-200*	All enrolled students who have completed all nonclinical courses, 2022-23	41	38	93%	164	150	76	63	83%	161
	Other enrolled students, 2022-23						187	176	94%	163
	All program completers, 2022-23	32	32	100%	166	150	211	207	98%	166
	All program completers, 2021-22	31	31	100%	167	150	250	250	100%	166
	All program completers, 2020-21	37	37	100%	164	150	288	288	100%	167

Assessment Information[1]	Group	Institution				Assessment Cut Score[2]	Statewide			
		Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Institutional Average Scaled Score		Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate	Statewide Average Scaled Score
ELEM ED MULTI SUBJ SCIENCES (5005)	All enrolled students who have completed all nonclinical courses, 2022-23	41	34	83%	162	150	75	59	79%	160
Test Company: ETS	Other enrolled students, 2022-23						188	177	94%	167
Score Range: 100-200	All program completers, 2022-23	32	32	100%	168	150	210	207	99%	166
	All program completers, 2021-22	31	31	100%	168	150	249	248	100%	167
	All program completers, 2020-21	37	37	100%	166	150	287	285	99%	168
ELEM ED MULTI SUBJ SOCIAL STUDIES (5004)	All enrolled students who have completed all nonclinical courses, 2022-23	41	32	78%	156	147	76	57	75%	154
Test Company: ETS	Other enrolled students, 2022-23						203	180	89%	159
Score Range: 100-200	All program completers, 2022-23	32	32	100%	162	147	209	208	100%	162
	All program completers, 2021-22	31	31	100%	162	147	248	246	99%	162
	All program completers, 2020-21	37	37	100%	158	147	285	284	100%	163
ENGLISH LANGUAGE ARTS: CK (5038)	All enrolled students who have completed all nonclinical courses, 2022-23	2				167	7			
Test Company: ETS	Other enrolled students, 2022-23						22	20	91%	177
Score Range: 100-200	All program completers, 2022-23	6				167	42	41	98%	177
	All program completers, 2021-22	1				167	38	38	100%	178
	All program completers, 2020-21	2				167	42	42	100%	180
MATHEMATICS CONTENT KNOWLEDGE (5161)	All enrolled students who have completed all nonclinical courses, 2022-23	3				160	3			
Test Company: ETS	Other enrolled students, 2022-23						1			
Score Range: 100-200	All program completers, 2022-23	1				160	3			
	All program completers, 2021-22	1				160	20	19	95%	169
	All program completers, 2020-21						27	19	70%	165
MATHEMATICS (5165)	All enrolled students who have completed all nonclinical courses, 2022-23						3			
Test Company: ETS	Other enrolled students, 2022-23						11	9	82%	176
Score Range: 100-200	All program completers, 2022-23	3				159	24	24	100%	180
	All program completers, 2021-22						3			
	All program completers, 2020-21						1			

Assessment Information[1]	Group	Institution				Assessment Cut Score[2]	Statewide			
		Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Institutional Average Scaled Score		Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate	Statewide Average Scaled Score
MUSIC CONTENT KNOWLEDGE (0113) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2022-23	8				150	12	11	92%	168
	Other enrolled students, 2022-23						12	11	92%	164
	All program completers, 2022-23	4				150	21	21	100%	163
	All program completers, 2021-22	10	10	100%	169	150	48	47	98%	168
	All program completers, 2020-21	4				150	46	45	98%	168
PHYSICAL ED CONTENT KNOWLEDGE (5091) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2022-23	6				140	19	17	89%	150
	Other enrolled students, 2022-23						21	20	95%	151
	All program completers, 2022-23	4				140	43	43	100%	154
	All program completers, 2021-22	6				140	49	49	100%	156
	All program completers, 2020-21	4				140	36	36	100%	157
SE CORE KNOWLEDGE & APPLICATIONS (5354) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2022-23	11	11	100%	174	145	19	19	100%	169
	Other enrolled students, 2022-23						37	37	100%	167
	All program completers, 2022-23	11	11	100%	171	145	64	64	100%	170
	All program completers, 2021-22	17	17	100%	169	145	92	92	100%	169
	All program completers, 2020-21	22	22	100%	172	145	108	108	100%	170
SPANISH WORLD LANGUAGE (5195) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2022-23	2				160	4			
	Other enrolled students, 2022-23						4			
	All program completers, 2022-23						3			
	All program completers, 2021-22						8			
	All program completers, 2020-21						6			
WORLD AND U.S. HISTORY CK (5941) Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2022-23	8				146	17	14	82%	158
	Other enrolled students, 2022-23						14	11	79%	157
	All program completers, 2022-23	7				146	35	33	94%	161
	All program completers, 2021-22	2				146	46	44	96%	161
	All program completers, 2020-21	3				135	41	41	100%	159

Assessment Information [1]	Group	Institution				Assessment Cut Score [2]	Statewide			
		Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Institutional Average Scaled Score		Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate	Statewide Average Scaled Score
PRINC LEARNING AND TEACHING 7-12 (5624)	All enrolled students who have completed all nonclinical courses, 2022-23	18	17	94%	172	157	26	25	96%	175
Test Company: ETS	Other enrolled students, 2022-23						10	9	90%	174
Score Range: 100-200	All program completers, 2022-23	23	23	100%	178	157	121	119	98%	174
	All program completers, 2021-22	26	26	100%	176	157	191	190	99%	176
	All program completers, 2020-21	19	19	100%	175	157	214	213	100%	176
PRINC LEARNING AND TEACHING K-6 (5622)	All enrolled students who have completed all nonclinical courses, 2022-23	7				160	14	10	71%	164
Test Company: ETS	Other enrolled students, 2022-23						11	10	91%	172
Score Range: 100-200	All program completers, 2022-23	12	12	100%	172	160	74	72	97%	171
	All program completers, 2021-22	17	17	100%	176	160	117	114	97%	174
	All program completers, 2020-21	21	21	100%	171	160	144	142	99%	175
PRINC LEARNING AND TEACHING PRE K-12 (5625)	All enrolled students who have completed all nonclinical courses, 2022-23						2			
Test Company: ETS	Other enrolled students, 2022-23						10	6	60%	157
Score Range: 100-200	All program completers, 2022-23	5				157	73	70	96%	172
	All program completers, 2021-22						50	47	94%	170
	All program completers, 2020-21									

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.
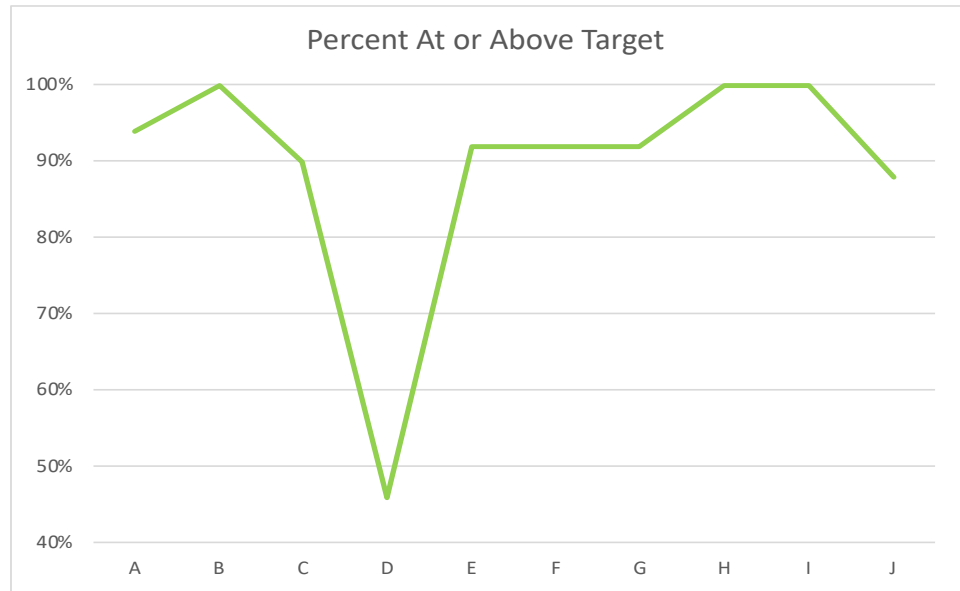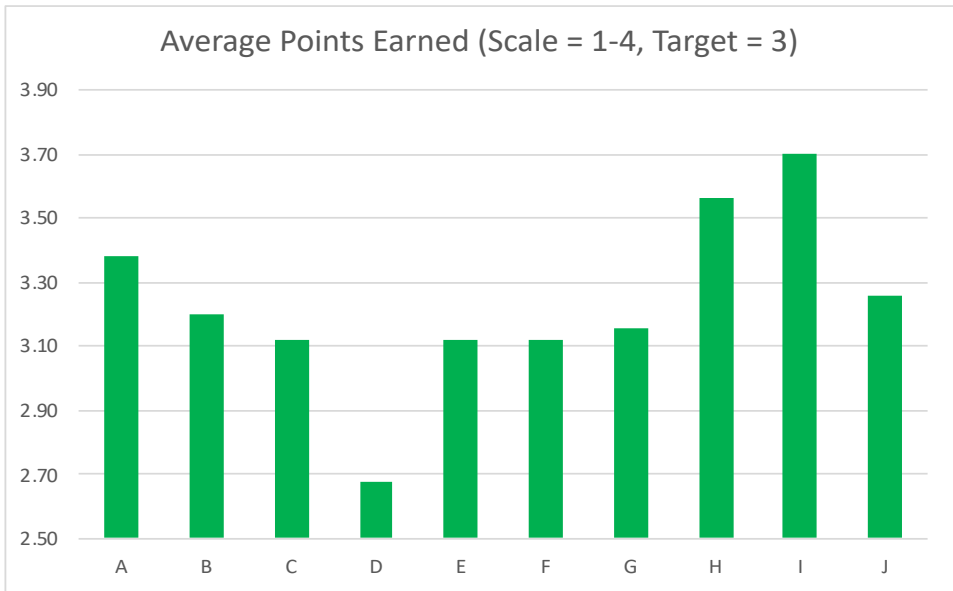
[1]Tests with multiple delivery options (computer, paper, etc.) will be noted with the assessment code for one format only.

[2]Cut scores may vary for groups depending upon when the cut scores are established by the state and when each group completed their teacher certification or licensure assessment.

Note: The report has been edited by the institution to remove tests for which the institution had no results. Aesthetic formatting edits have also been made.
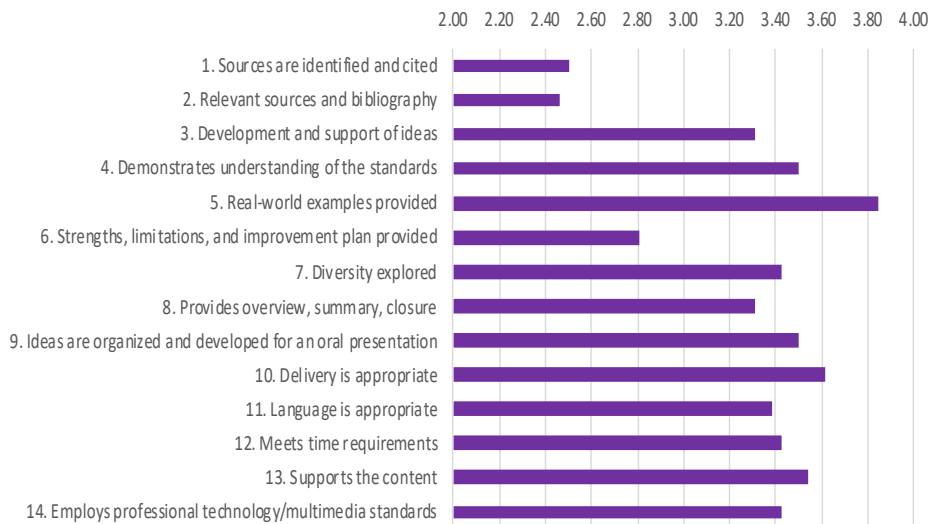
Leadership and Administration Final Written Exam

	A. Response addresses all components of the question					B. Response is relevant and accurate					C. Response makes reference to more than one perspective; free from bias					D. Response contains at least one relevant, peer-reviewed source of support				
Question #	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Avg	3.50	3.60	3.10	3.20	3.50	3.30	3.20	3.20	3.10	3.20	3.20	3.20	3.10	2.90	3.20	2.90	2.70	2.70	2.50	2.60
N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Std	0.53	0.52	0.74	0.63	0.53	0.48	0.42	0.42	0.32	0.42	0.63	0.63	0.57	0.57	0.42	0.88	0.82	0.95	0.85	0.70
% at Target	100%	100%	80%	90%	100%	100%	100%	100%	100%	100%	90%	90%	90%	80%	100%	60%	50%	40%	30%	50%

	E. Response demonstrates adequate analysis of the question					F. Response demonstrates the candidate's application of theory to practice					G. Response exhibits knowledge of best practices					H. Response provides information in a logical and organized manner				
Question #	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Avg	3.10	3.10	3.20	3.00	3.20	3.20	3.10	3.20	3.10	3.00	3.30	3.10	3.20	3.00	3.20	3.60	3.50	3.50	3.60	3.60
N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Std	0.57	0.57	0.63	0.47	0.42	0.63	0.74	0.42	0.32	0.47	0.67	0.57	0.63	0.47	0.42	0.52	0.53	0.53	0.52	0.52
% at Target	90%	90%	90%	90%	100%	90%	80%	100%	100%	90%	90%	90%	90%	90%	100%	100%	100%	100%	100%	100%

	I. Response demonstrates standard writing conventions					J. Response is the candidate's original work; APA format used for citations					Indicator Averges									
Question #	1	2	3	4	5	1	2	3	4	5	A	B	C	D	E	F	G	H	I	J
Avg	3.70	3.60	3.60	3.80	3.80	3.30	3.20	3.10	3.40	3.30	3.38	3.20	3.12	2.68	3.12	3.12	3.16	3.56	3.70	3.26
N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Std	0.48	0.52	0.52	0.42	0.42	0.67	0.79	0.57	0.70	0.67	0.59	0.41	0.56	0.84	0.53	0.52	0.55	0.52	0.47	0.68
% at Target	100%	100%	100%	100%	100%	90%	80%	90%	90%	90%	94%	100%	90%	46%	92%	92%	92%	100%	100%	88%

Average Points Earned (Scale = 1-4, Target = 3)
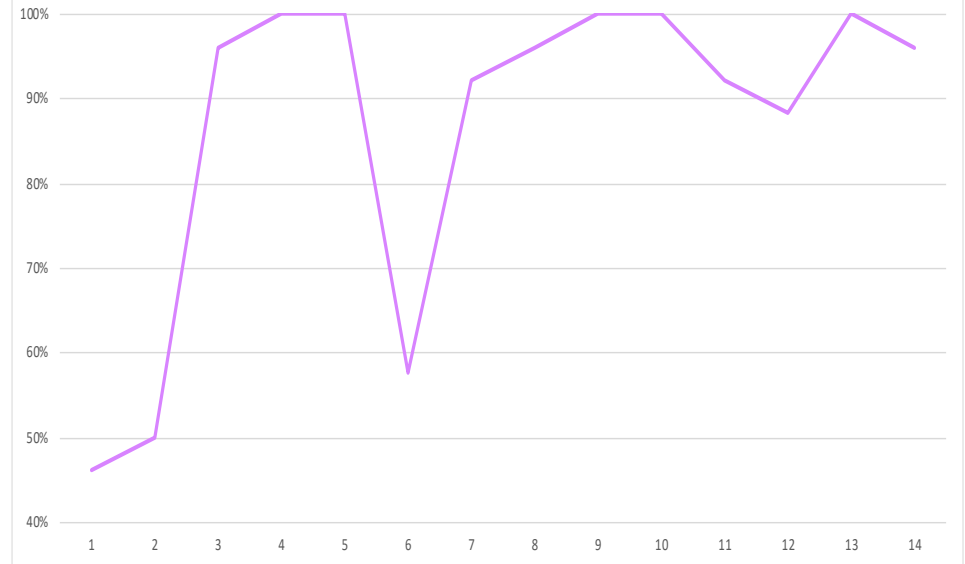

Percent At or Above Target

Leadership and Administration Oral Presentation

	1. Sources are identified and cited	2. Relevant sources and bibliography	3. Development and support of ideas	4. Demonstrates understanding of the standards	5. Real-world examples provided	6. Strengths, limitations, and improvement plan provided	7. Diversity explored	8. Provides overview, summary, closure
Avg	2.50	2.46	3.31	3.50	3.85	2.81	3.42	3.31
N	26	26	26	26	26	26	26	26
Std	0.99	1.14	0.55	0.51	0.37	0.80	0.64	0.55
% at Target	46%	50%	96%	100%	100%	58%	92%	96%

	9. Ideas are organized and developed for an oral presentation	10. Delivery is appropriate	11. Language is appropriate	12. Meets time requirements	13. Supports the content	14. Employs professional technology/multi media standards	Total Points	Overall Average
Avg	3.50	3.62	3.38	3.42	3.54	3.42	46.04	3.29
N	26	26	26	26	26	26	26	26
Std	0.51	0.50	0.64	0.81	0.51	0.58	3.83	0.27
% at Target	100%	100%	92%	88%	100%	96%	--	--

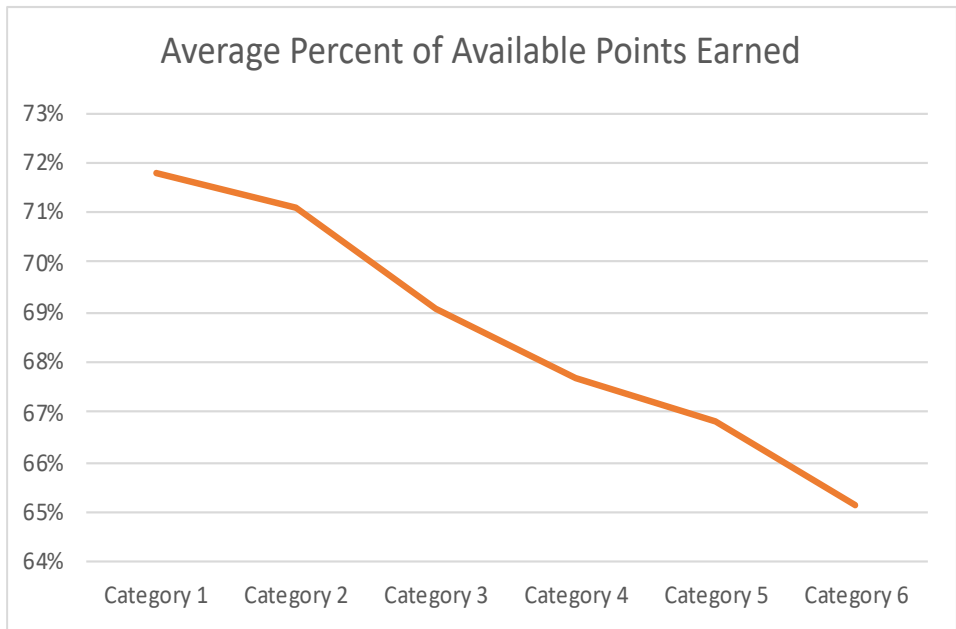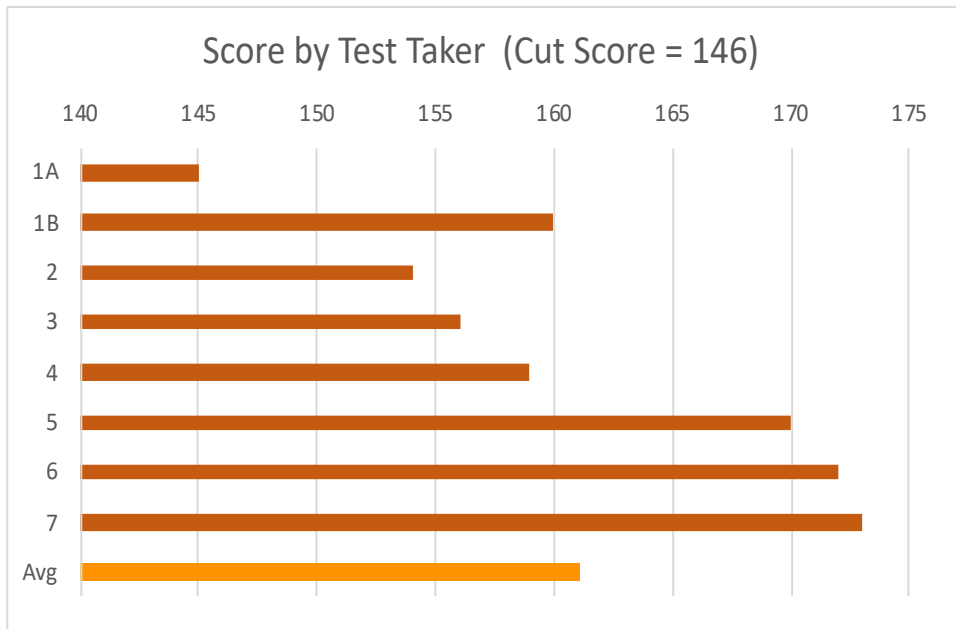Average Points Earned (Scale = 1-4, Target = 3)

Percent At or Above Target

Praxis 5412 Educational Leadership: Administration and Supervision

Avg	161.13	Required Passing Score	Number Passed	7	Number Not Passed	1	% Passed	88%	Avg Attempt Passed	1.14	Score by Test Taker							
											1A	1B	2	3	4	5	6	7
N	8	146									145	160	154	156	159	170	172	173
Std	9.86																	

Summary By Category	Category 1			Category 2			Category 3			Category 4			Category 5			Category 6		
	Points Earned	Points Available	Percent Correct	Points Earned	Points Available	Percent Correct	Points Earned	Points Available	Percent Correct	Points Earned	Points Available	Percent Correct	Points Earned	Points Available	Percent Correct	Points Earned	Points Available	Percent Correct
Avg	12.00			16.25			12.50			10.50			8.25			8.38		
N	8	16.75	72%	8	22.88	71%	8	18.13	69%	8	15.50	68%	8	12.25	67%	8	12.88	65%
Std	1.60			2.49			1.51			1.07			1.75			1.85		

Score by Test Taker (Cut Score = 146)

Average Percent of Available Points Earned

Leadership and Administration Portfolio

	1. Mission and Vision (NELP 1.1)	2. Improvement Processes (NELP 1.1)	3. Professional Dispositions (NELP 1.1)	4. Ethical Decision Making (NELP 1.1)	5. Ethical Behavior (NELP 1.2)	6. School Culture (NELP 2.1)	7. Equitable Access (NELP 2.1)	8. Cultural Responsiveness (NELP 2.2)
Avg	2.17	2.08	2.25	2.17	2.17	2.50	2.25	2.08
N	12	12	12	12	12	12	12	12
Std	0.39	0.29	0.45	0.39	0.39	0.52	0.45	0.51
% at Target	100%	100%	100%	100%	100%	100%	100%	92%
	9. Curriculum (NELP 3.1)	10. Instruction (NELP 3.1)	11. Assessment (NELP 3.2)	12. Coherent System (NELP 3.3)	13. Families (NELP 5.1)	14. Community (NELP 5.1)	15. Advocating (NELP 5.2)	16. School Operations (NELP 6.1)
Avg	1.92	2.08	2.25	2.00	2.50	2.58	2.25	2.08
N	12	12	12	12	12	12	12	12
Std	0.51	0.29	0.45	0.00	0.52	0.51	0.45	0.29
% at Target	83%	100%	100%	100%	100%	100%	100%	100%
	17. Resourcing (NELP 6.1)	18. Laws & Policies (NELP 6.2)	19. Staffing (NELP 7.1)	20. Professional Culture (NELP 7.1)	21. Professional Development (NELP 7.2)	22. Supervision (NELP 7.3)	Total Points	Average
Avg	2.08	2.08	2.25	2.00	2.08	2.17	48.00	2.18
N	12	12	12	12	12	12	12	12
Std	0.29	0.29	0.45	0.00	0.29	0.39	3.52	0.16
% at Target	100%	100%	100%	100%	100%	100%	--	--

Average Points Earned (Scale = 0-3, Target = 2)

Percent At or Above Target