



AAQEP Annual Report for 2025

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

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

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

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

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

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

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

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/24)	Number of Completers in most recently completed academic year (12 months ending 08/25)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Science	Initial licensure: Early Childhood Education (Birth-Gr. 3)	69	16
	Initial licensure: Elementary Education (K-6)	156	35
	Initial Dual Licensure: Health (5-	34	6

	12) & Physical Education (K-12)*		
	Initial licensure: Music - Instrumental (K-12)	10	1
	Initial licensure: Music - Vocal (K-12)	0	0
	Initial Licensure: Physical Education standalone (K-12)	4	0
	Initial Licensure: Spanish (K-12)	5	1
	Initial licensure: Visual Arts (K-12)	28	4
	Initial Licensure: Communication Arts and Literature (Grades 5-12)	25	5
	Initial licensure: Mathematics (5-12)	15	1
	Initial Licensure: Science - Chemistry (9-12)	4	1
	Initial Dual Licensure: Science - General (5-8) & Chemistry (9-12)	3	1
	Initial Licensure: Science - Earth/Space (9-12)	4	2
	Initial Dual Licensure: Science - General (5-8) & Earth/Space (5-12)	0	2
	Initial Licensure: Science-Life Science (9-12)	4	1
	Initial Dual Licensure: Science -	4	1

	General (5-8) & Life Science (9-12)		
	Initial licensure: Science - Physics (9-12)	2	1
	Initial Dual Licensure: Science - General (5-8) & Physics (9-12)	0	1
	Initial licensure: Social Studies (5-12)	59	6
	Initial Licensure: Technology Education (5-12)	13	1
	Initial Licensure: Special Education - Academic and Behavioral Specialist (K-Age 21)	67	9
Bachelor of Arts with minor in ESL	Initial licensure: English as a Second Language (K-12)	5	0
Master of Arts	Initial licensure: English as a Second Language (K-12)	31	9
Master of Science	Initial Licensure: Technology Education (5-12)	11	1
Graduate Certificate	Initial Licensure: Parent/Family Education (Adult)	3	0
	Initial licensure: Library Media Specialist (K-12)	14	0
	Initial Licensure: Special Education - Academic and Behavioral Specialist (K-Age 21)	58	2
	Initial Licensure: Special	14	2

	Education - Early Childhood (Birth-Age 6)		
Total for programs that lead to initial credentials		417	109
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Graduate Certificate	Additional Licensure: Parent/Family Education (Adult)	8	3
	Additional licensure: Reading (K-12)	1	10
	Additional licensure: Library Media Specialist (K-12)	27	13
	Additional Licensure: Career & Technical Education - Communication Technology (Grades 7-12)	0	0
	Additional Licensure: Career & Technical Education - Construction (7-12)	2	1
	Additional Licensure: Career & Technical Education - Manufacturing (7-12)	1	0
	Additional Licensure: Career & Technical Education - Transportation (7-12)	6	0
	Additional licensure: Driver/Traffic Safety (Age 15+)	15	4
	Additional licensure: Coordinator of Work-Based Learning (9-12)	21	6

	Additional Licensure: Special Education - Academic and Behavioral Specialist (K-Age 21)	18	12
	Additional licensure: Special Education - Autism Spectrum Disorders (Birth-Age 21)	18	8
	Additional licensure: Special Education - Developmental Disabilities (K-Age 21)	13	5
	Additional licensure: Special Education - Emotional Behavioral Disabilities (K-Age 21)	13	3
	Additional licensure: Special Education - Learning Disabilities (K-Age 21)	9	3
Master of Science	Additional licensure: Library Media Specialist (K-12)	18	8
	Additional Licensure: Technology Education	13	4
	Additional Licensure: Special Education - Early Childhood (Birth-Age 6)	18	8
Master of Arts	Additional licensure: English as a Second Language (K-12)	11	4
Minor (add-on to Bachelor's degree)	Additional licensure: Middle Level Mathematics endorsement (5-8) add on for K-6 Elementary Education only	0	0

Total for programs that lead to additional/advanced credentials		212	92
<i>Programs that lead to P-12 leader credentials</i>			
Graduate Certificate	K-12 Principal	60	3
	District Superintendent	10	1
	Director of Special Education	40	1
	Community Education Director	16	1
Total for programs that lead to P-12 leader credentials		126	6
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
Doctor of Education	Educational Administration & Leadership (Non-Licensure)	41	7
	Higher Education Administration (Non-Licensure)	200	14
Master of Science	Curriculum & Instruction (Non-Licensure)	11	3
	Special Education (Non-Licensure)	59	17
	Educational Administration & Leadership (Non-Licensure)	165	39
	Higher Education Administration (Non-Licensure)	41	8
	Community Education Director (Non-Licensure)	0	5
Total for programs that lead to specialized professional or no specific credentials		517	93
TOTAL enrollment and productivity for all programs		1272	300
Unduplicated total of all program candidates and completers		797	224

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Added: None	
Suspended: Program closure with teach-out plans	
Closed: no students left	
Program	Status
Initial Dual Licensure: Health (5- 12) & Physical Education (K-12)*	Suspended
Initial licensure: Music - Instrumental (K-12)	Suspended
Initial licensure: Music - Vocal (K- 12)	Suspended
Initial Licensure: Physical Education standalone (K-12)	Suspended
Initial Licensure: Spanish (K-12)	Suspended
Initial licensure: Science - Physics (9-12)	Suspended
Initial Licensure: Parent/Family Education (Adult) GC	Suspended
Initial Licensure: Special Education - Early Childhood (Birth-Age 6) GC	Suspended
Additional Licensure: Parent/Family Education (Adult) GC	Suspended
Additional licensure: Reading (K- 12) GC	Closed

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
797

B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.

224

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

		Tier 4	Tier 3	Tier 2	Total
Bachelor of Science	Early Childhood Education (Birth-Gr. 3)		16		16
	Elementary Education (K-6)		30		30
	Health (5-12) & Physical Education (K-12)*		4		4
	Music - Instrumental (K-12)		1		1
	Spanish (K-12)				
	Visual Arts (K-12)		3		3
	Communication Arts and Literature (Grades 5-12)		4		4
	Mathematics (5-12)		1		1
	Science - Earth/Space (9-12)		2		2
	Science - Life Science (9-12)		1		1
	Science - Physics (9-12)		1		1
	Social Studies (5-12)	2	8		10
	Technology Education (5-12)		1		1
Special Education - Academic and Behavioral Specialist (K-Age 21)		4		4	
Bachelor of Arts with minor in ESL	English as a Second Language (K-12)				
Master of Arts	English as a Second Language (K-12)			1	1
Master of Science	Technology Education (5-12)	1		1	2
Graduate Certificate	Parent/Family Education (Adult)	2	1		3
	Library Media Specialist (K-12)	1			1
	Special Education - Academic and Behavioral Specialist (K-Age 21)		1	1	2
	Special Education - Early Childhood (Birth-Age 6)	2	1	1	4
	Additional Licensure: Parent/Family Education (Adult)				
	Additional licensure: Reading (K-12)	10			10

	Additional licensure: Library Media Specialist (K-12)	11	2		13
	Additional Licensure: Career & Technical Education – Communication Technology (Grades 7-12)				
	Additional Licensure: Career & Technical Education - Construction (7-12)	1			1
	Additional Licensure: Career & Technical Education - Manufacturing (7-12)				
	Additional Licensure: Career & Technical Education - Transportation (7-12)				
	Additional licensure: Driver/Traffic Safety (Age 15+)	8			8
	Additional licensure: Coordinator of Work-Based Learning (9-12)	9	1	1	11
	Additional Licensure: Special Education - Academic and Behavioral Specialist (K-Age 21)	2	15		17
	Additional licensure: Special Education - Autism Spectrum Disorders (Birth-Age 21)	4	4		8
	Additional licensure: Special Education – Emotional Behavioral Disabilities (K-Age 21)	2	1		3
	Additional licensure: Special Education - Learning Disabilities (K-Age 21)		3		3
	Additional licensure: Special Education – Developmental Disabilities (K-Age 21)	5	1		6
Master of Science	Additional licensure: Library Media Specialist (K-12)	6	2		8
	Additional Licensure: Technology Education	4			4
	Additional Licensure: Special Education - Early Childhood (Birth-Age 6)	4	1	1	6
Master of Arts	Additional licensure: English as a Second Language (K-12)	4	1		5
Total		78	110	6	194

D. **Cohort completion rates** for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

2023-2024 Cohort Completers Completion Rates							
Fall Term	Initial Cohort	Graduated in 100% time (4 years)	Graduated in 150% time (6 years)	Graduated in 200% time (8 years)	Graduation Rate % (4 years)	Graduation Rate % (6 years)	Graduation Rate % (8 years)
2018	6		5	1		83%	17%
2019	14		14			100%	
2020	31	21	10		68%	32%	

2021	47	47			100%		
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E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

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

**We only have edTPA data from Fall 2024. As of Spring of 2025, we no longer require the edTPA due to being a part of a statewide pilot utilizing the Candidate Preservice Assessment of Student Teaching (CPAST) as our teacher performance assessment.*

Fall 2024 edTPA Pass Rates

Test Code	Test Name	Number Passed	Number Total	Pass Rate
014	Early Childhood	11	16	68.75%
001	Elementary Literacy	2	2	100.00%
002	Elementary Math	10	13	76.92%
115	Eng Addit Lang			
119	Health Education	2	2	100.00%
011	K-12 Phys Ed	0	1	0.00%
021	K-12 Performing Arts	1	1	100.00%
150	School Librarian/Library Specialist	1	1	100.00%
003	Secondary ELA	2	2	100.00%
004	Secondary HSS	2	2	100.00%
005	Secondary Math			
006	Secondary Science	1	1	100.00%
012	Special Education	6	9	66.67%
143	Tech and Eng Ed	1	2	50.00%
015	Visual Arts	4	4	100.00%

Beginning in the Spring of 2025, we are a part of a statewide pilot utilizing the Candidate Preservice Assessment of Student Teaching (CPAST) as our teacher performance assessment. The CPAST is an evaluation instrument utilized at the mid-point and

at the end of student teaching, to assess a candidate's performance in the classroom. A final score of 2.0 meets expectations. Candidates are not expected to reach a 2.0 during the mid-term evaluation, as the midterm is designed to provide actionable feedback and assist the triad in setting professional development goals for the remainder of the experience.

2024-2025 CCAST Pass Rates		
<i>*Passing is an average score of 2 between all rubrics in a category with no "0" scores</i>		
CPAST Category	Unit Pass Rate	Average Unit Score
Planning for Instruction & Assessment (4 rubrics)	93.40%	9.18
Instructional Delivery (5 rubrics)	92.45%	11.94
Assessment & Analysis of Teaching (4 rubrics)	86.79%	8.51
Dispositions (8 rubrics)	95.28%	20.53
TOTAL	96.23%	50.16

2024-2025 CCAST Total Pass Rates			
Licensure Area	# of Students In Licensure Area	# of Students Passing Final	Final Pass Rate
ECED	15	15	100.00%
TESOL	3	2	66.67%
SPED	24	24	100.00%
HLTED, PHED	5	5	100.00%
ARTED	4	4	100.00%
TECHED	1	1	100.00%
SOST	6	6	100.00%
MA	1	1	100.00%
ELA	5	5	100.00%
SCI	5	4	80.00%
LMED	2	2	100.00%
FLA	1	1	100.00%
ELED	34	32	94.12%

F. Explanation of evidence available from program completers, with a characterization of findings.

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

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

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

In our 2024-2025 Exit Survey, we found the mean for most questions used in support of Standard 1 and Standard 2 to be above 3 or “tend to agree”. Areas where the mean is below 3 (noted in red below), which may need improvement, include:

- Engage with parents and guardians to support student learning.

*Due to not yet receiving the Transition to Teaching Survey data from our most recent graduate cohort, we are unable to include those yet. We intend on analyzing those data when received. We have included the data we last reported.

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

- Help students regulate their own behavior
- Engage with parents and guardians to support student learning.
- Helping students regulate their own behavior

2024-2025 Common Metric Survey Data Mean Responses	Exit Survey (24-25)	Transition to Teaching (22-23)
N	113	9
Case for Standard 1a		
Effectively teach the subject matter in their licensure area	3.48	3.67
Select instructional strategies to align with learning goals and standards	3.42	3.89
Design activities where students engage with subject matter from a variety of perspectives	3.46	3.56
Case for Standard 1b		
Account for students' prior knowledge or experiences in instructional planning	3.43	3.44
Help students develop critical thinking processes	3.33	3.56
Help students develop skills to solve complex problems	3.26	3.56
Case for Standard 1c		
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.39	3.56
Differentiate instruction for a variety of learning needs	3.34	3.78
Differentiate instruction for students with IEPs and 504 plans	3.08	3.33
Differentiate instruction for students with mental health needs	3.02	3.22
Differentiate instruction for English-language learners	3.16	3.00
Access resources to foster learning for students with diverse needs	3.25	3.00

Case for Standard 1d		
Design and modify assessments to match learning objectives	3.40	3.56
Use formative and summative assessments to inform instructional practice	3.42	3.89
Analyze appropriate types of assessment data to identify student learning needs	3.34	3.33
Regularly adjust instructional plans to meet students' needs	3.36	3.78
Case for Standard 1e		
Clearly communicate expectations for appropriate student behavior	3.49	3.56
Use effective communication skills and strategies to convey ideas and information to students	3.47	3.56
Connect core content to students' real-life experiences	3.48	3.56
Help students work together to achieve learning goals	3.46	3.44
Develop and maintain a classroom environment that promotes student engagement	3.55	3.44
Respond appropriately to student behavior	3.25	3.11
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.51	3.67
Help students regulate their own behavior	3.07	2.78
Effectively organize the physical environment of the classroom for instruction	3.44	3.44
Case for Standard 1f		
Seek out learning opportunities that align with my professional development goals	3.32	3.56
Access the professional literature to expand my knowledge about teaching and learning	3.35	3.44
Engage with parents and guardians to support student learning	2.92	2.78
Collaborate with teaching colleagues to improve student performance	3.33	3.33
Use colleague feedback to support my development as a teacher	3.37	3.67
Uphold laws related to student rights and teacher responsibility	3.32	3.56
Act as an advocate for all students	3.61	3.78
Case for Standard 2a		
Engage with parents and guardians to support student learning	2.92	2.78
The faculty and staff at this school have positive relationships with students' parents and guardians	-	3.44
Case for Standard 2b		
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.39	3.56
Differentiate instruction for a variety of learning needs	3.34	3.78
Differentiate instruction for students with IEPs and 504 plans	3.08	3.33

Differentiate instruction for students with mental health needs	3.02	3.22
Differentiate instruction for English-language learners	3.16	3.00
Access resources to foster learning for students with diverse needs	3.25	3.00
Case for Standard 2c		
Help students work together to achieve learning goals	3.46	3.44
Develop and maintain a classroom environment that promotes student engagement	3.55	3.44
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.51	3.67
Help students regulate their own behavior	3.07	2.78
Case for Standard 2d		
Design activities where students engage with subject matter from a variety of perspectives	3.46	3.56
Case for Standard 2e		
Teachers are continually learning and seeking new ideas to enhance their practice	-	3.56
Case for Standard 2f		
Collaborate with teaching colleagues to improve student performance	3.33	3.33
Use colleague feedback to support my development as a teacher	3.37	3.67

G. Explanation of evidence available from employers of program completers, with a characterization of findings.

**Due to not yet receiving the Supervisor Survey data from our most recent graduate cohort, we are unable to include those yet. We intend on analyzing those data when received. We have included the data we last reported.*

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

2023-2024 Common Metric Survey Data	Supervisor Survey (23-24)
N	5
Case for Standard 1a	
Effectively teach the subject matter in their licensure area	3.60
Select instructional strategies to align with learning goals and standards	3.60
Design activities where students engage with subject matter from a variety of perspectives	3.60
Case for Standard 1b	

Account for students' prior knowledge or experiences in instructional planning	3.60
Help students develop critical thinking processes	3.40
Help students develop skills to solve complex problems	3.60
Case for Standard 1c	
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.60
Differentiate instruction for a variety of learning needs	3.40
Differentiate instruction for students with IEPs and 504 plans	3.40
Differentiate instruction for students with mental health needs	3.60
Differentiate instruction for English-language learners	2.80
Access resources to foster learning for students with diverse needs	3.60
Case for Standard 1d	
Design and modify assessments to match learning objectives	3.60
Use formative and summative assessments to inform instructional practice	3.60
Analyze appropriate types of assessment data to identify student learning needs	2.80
Regularly adjust instructional plans to meet students' needs	3.60
Case for Standard 1e	
Clearly communicate expectations for appropriate student behavior	3.60
Use effective communication skills and strategies to convey ideas and information to students	3.60
Connect core content to students' real-life experiences	3.60
Help students work together to achieve learning goals	3.60
Develop and maintain a classroom environment that promotes student engagement	3.60
Respond appropriately to student behavior	3.60
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.60
Help students regulate their own behavior	3.60
Effectively organize the physical environment of the classroom for instruction	3.60
Case for Standard 1f	
Seek out learning opportunities that align with my professional development goals	3.60
Access the professional literature to expand my knowledge about teaching and learning	N/A
Engage with parents and guardians to support student learning	3.60
Collaborate with teaching colleagues to improve student performance	3.60

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

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

**Due to not yet receiving the Transition to Teaching Survey data from our most recent graduate cohort, we are unable to include those yet. We intend on analyzing those data when received. We have included the data we last reported.*

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

We capture our completer places of employment, their contact information, and their supervisor contact information to continue to gather feedback and data for continuous improvement. The Transition to Teaching survey is sent to graduates in the Spring of the year after they graduate – hopefully after their first full year of teaching. Response rates tend to be quite low for the Transition to Teaching survey, and thus caution must be taken in making conclusions.

2024 Transition to Teaching Survey Employment						
2022-2023 Graduates						
Licensure Area	Total Certified	Total Responded	In State	Outside State	# Teaching in Licensure Area	% placement in teaching of total responded
Early Childhood	2	2	2	0	2	100%
Elementary Education	5	5	4	0	4	80%
Health and Physical Education	1	1	0	0	0	0%
Social Studies	3	3	3	0	2	100%
Special Education: Academic and Behavioral Strategist	1	1	0	0	0	0%
Visual Arts	1	1	0	0	0	0%
Total	13	13	9	0	8	69%

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

We have faculty and Designated Program Leads in the following programs:

- Early Childhood
- Early Childhood Special Education
- Elementary Education
- Special Education
- Communication Arts and Literature
- Social Studies Education

- Art Education
- Mathematics
- Science
- English as a Second Language
- Human Relations
- Career and Technical Education
- Technology Education
- Library Media
- Driver/Safety Traffic
- Post-Baccalaureate
- Higher Education Administration
- Educational Administration and Leadership

We have right-sized programs to match enrollment trends. Due to declining enrollment and budget constraints, both Health and Physical Education (HPE) and Music Education (MUED) programs have been suspended for closure and their teach-out timeline will be complete in Spring 2027. As a result, the programs no longer have a dedicated HPE or MUED educator on full time faculty, but are utilizing local qualified K-12 teachers to support the remaining program courses.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation			
Candidate Preservice Assessment of Student Teaching (CPAST)	The CPAST is an evaluation instrument utilized at the mid-point and at the end of student teaching, to assess a candidate’s performance in the classroom. A final score of 2.0 meets expectations. Candidates are not expected to reach a	2024-2025 CPAST Total Pass Rates			
		Licensure Area	# of Students In Licensure Area	# of Students Passing Final	Final Pass Rate

	<p>2.0 during the mid-term evaluation, as the midterm is designed to provide actionable feedback and assist the triad in setting professional development goals for the remainder of the experience.</p>	<table border="1"> <tr><td>ECED</td><td>15</td><td>15</td><td>100.00%</td></tr> <tr><td>TESOL</td><td>3</td><td>2</td><td>66.67%</td></tr> <tr><td>SPED</td><td>24</td><td>24</td><td>100.00%</td></tr> <tr><td>HLTED, PHED</td><td>5</td><td>5</td><td>100.00%</td></tr> <tr><td>ARTED</td><td>4</td><td>4</td><td>100.00%</td></tr> <tr><td>TECHED</td><td>0</td><td></td><td></td></tr> <tr><td>COMP, TECHED</td><td>1</td><td>1</td><td>100.00%</td></tr> <tr><td>SOST</td><td>6</td><td>6</td><td>100.00%</td></tr> <tr><td>MA</td><td>1</td><td>1</td><td>100.00%</td></tr> <tr><td>MUED</td><td>0</td><td></td><td></td></tr> <tr><td>ELA</td><td>5</td><td>5</td><td>100.00%</td></tr> <tr><td>OTHER</td><td>0</td><td></td><td></td></tr> <tr><td>SCI</td><td>5</td><td>4</td><td>80.00%</td></tr> <tr><td>LMED</td><td>2</td><td>2</td><td>100.00%</td></tr> <tr><td>FLA</td><td>1</td><td>1</td><td>100.00%</td></tr> <tr><td>ELED</td><td>34</td><td>32</td><td>94.12%</td></tr> </table>	ECED	15	15	100.00%	TESOL	3	2	66.67%	SPED	24	24	100.00%	HLTED, PHED	5	5	100.00%	ARTED	4	4	100.00%	TECHED	0			COMP, TECHED	1	1	100.00%	SOST	6	6	100.00%	MA	1	1	100.00%	MUED	0			ELA	5	5	100.00%	OTHER	0			SCI	5	4	80.00%	LMED	2	2	100.00%	FLA	1	1	100.00%	ELED	34	32	94.12%
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Common Metrics Exit Survey	The Common Metrics instruments grew out of a 14-provider collaboration developed through funding from the Bush Foundation. These survey instruments pose a series of questions about how well the program prepared candidates with the basic skills in several aspects of effective teaching. The same items are administered at program completion (Exit Survey), after the first year of teaching (Transition to Teaching Survey), and to employers of our first year teachers (Supervisor Survey).	Please refer to sections F-H																																													
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Common Metrics Transition to Teaching Survey	The Common Metrics instruments grew out of a 14-provider collaboration developed through funding from the Bush Foundation. These survey instruments pose a series of questions about how well the program prepared candidates with the basic skills in several aspects of effective teaching. The same items are administered at program completion (Exit Survey), after the first year of teaching (Transition to Teaching Survey), and to employers of our first year teachers (Supervisor Survey).	Please refer to sections F-H
Common Metrics Supervisor Survey		Please refer to sections F-H
Future Teacher Academy (FTA) Feedback	Based on our success with our Future Teacher Academy (FTA), we have grown a notable high school to post-secondary education pipeline for Somali American students (and other students of color) from the St. Cloud School District 742. Beginning in 2019, St. Cloud State University, in partnership with District 742, was awarded MDE Grow Your Own grant funding to develop and implement a summer program to nurture District 742 high school students interested in education professions. During the weeklong camp on the campus of St. Cloud State, a cohort of students live in the dorms, take an introduction to	Over the past seven years, SCSU and 742 has carried out 6 successful FTA cohorts (canceled in 2020). To date, the 6 cohorts has served approximately 125 students. With FTA, we have seen progress such as approximately 35 of the students have matriculated to either St. Cloud State University or St. Cloud Technical and Community College (SCTCC) (some still completing high school), and in 2024 we had our first education graduate who now works in District 742. Furthermore, in our student exit survey from our 2025 FTA camp, there was a 30% increase in

	<p>education and skills building course, earn 3 credits, work with young children, take part in a community service project, and earn a stipend. Students are provided an opportunity to experience campus life, nurture their interest in pursuing a career in education, and build efficacy, confidence, and skills to support their access to post-secondary options. In August 2021 we received a second round of funding to continue FTA.</p>	<p>students with “a strong interest in becoming a teacher.”</p>
<p>Community and Academic Mentor Partnership (CAMP) Feedback</p>	<p>St. Cloud State University partners with District 742 in providing a summer CAMP (Community and Academic Mentor Partnership) opportunity for new teachers in their first three years of teaching. This grant-funded program served 40 new teachers in 2021 and 33 new teachers in 2022, over 60% of whom were St. Cloud State graduates. This program is designed to provide new teachers with a sense of belonging and support, structured reflection opportunities, and opportunities to explore current issues and trends in education. For 2025, there were restrictions on the program that made it difficult to maintain the program we wanted. There is a new program/grant opportunity that’s open now, and we are determining if there is capacity.</p>	<p>2024 CAMP # Attendees: 64 Survey Responses (n=56) Do you feel a sense of welcome and belonging after participating in CAMP2024? Yes: 96.4%</p> <p>Did you engage with structured reflection that will impact your teaching practice? Yes: 100%</p> <p>Did you make plans that will enhance your teaching practice for next year? Yes: 96.3%</p> <p>Did you expand your understanding of current issues and trends that impact your classroom? Yes: 98.2%</p>

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

- Future Teacher Academy (Joe Rosh)
- Educator Tuition Assistance Program (Joe Rosh)
- Concurrent Enrollment (Joe Rosh)
- Residency Implementation Grant (ISD742)

Our Unit is currently working on developing our programs with the new Standards of Effective Practice (SEPs) to submit to PELSB as a Request for Initial Program Approval (RIPA), alongside having worked to redesign our current SEPs throughout programs to ensure alignment and requirements are met for MinnState's Transfer Pathways. Additionally, we continue to make positive efforts in the Post-Baccalaureate program to develop teachers who already hold content degrees. The institution has made it a priority to explore various pathways and pipelines to teaching as a recruiting tool and to align with future district hiring needs. The various programs target a wide range of potential candidate from current high school students to paraprofessionals to mid-career changers with an intent to diversify the teacher population.

Part II: Self-Assessment and Continuous Growth

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

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1	
Goals for the 2025-26 year	<ul style="list-style-type: none"> • Complete a work plan that ensures culturally sustaining pedagogy and affirmation of all learners are embedded in multiple points in each licensure program.
Actions	<ul style="list-style-type: none"> • Discussions with Teacher Preparation Advisory (formerly Assessment Advisory) and Unit faculty to address efficacy in candidate confidence to effectively utilize culturally responsive and sustaining practices in their classrooms. <ul style="list-style-type: none"> ○ <i>Map, update programs, and implement the Minnesota Professional Educator Licensing and Standards Board (PELSB) 2023 Standards of Effective Practice (SEPs), which has adopted Standard 8: Racial Consciousness and Reflection.</i> • Continued discussions with Teacher Preparation Advisory (formerly Assessment Advisory) and Unit faculty in plans for meaningful stakeholder feedback. <ul style="list-style-type: none"> ○ <i>Professional Development Days (student candidates)</i> ○ <i>Designated School Partnership meetings (ISD 742)</i> ○ <i>Residency Program development and implementation (ISD 742)</i>
Expected outcomes	<ul style="list-style-type: none"> • An increase in candidate-reported efficacy in the implementation of culturally responsive teaching and learning practices. • An increase in stakeholder feedback regarding candidate-reported efficacy in the implementation of culturally responsive teaching and learning practices.
Reflections or comments	The new Minnesota SEPs reflect a broader commitment to educational equity and aim to prepare teachers to meet the evolving needs of Minnesota's diverse student population. This has offered

	us an intentional opportunity to ensure culturally responsive pedagogical practices are embedded throughout our programs. We are currently reflecting this work in our Request for Initial Program Approvals (RIPAs) that are being submitted to PELSB in the 25-26 Academic Year. Furthermore, we are also investigating how to effectively assess cultural responsiveness and efficacy of our candidates throughout their student teaching experience.
Standard 2	
Goals for the 2025-26 year	<ul style="list-style-type: none"> • Develop additional teacher performance assessment (Candidate Preservice Assessment of Student Teaching (CPAST)) supports. • Development and implementation of student teacher support days.
Actions	<ul style="list-style-type: none"> • Provide professional development opportunities for candidates via Professional Development Days.
Expected outcomes	<ul style="list-style-type: none"> • Relevant information and support for candidates during student teaching experiences that address needs for continuous improvement. • Feedback gathered on student teaching experiences, needs, insights, etc. • Feedback gathered and shared from school district partners, leadership, and university faculty.
Reflections or comments	<p>This 25-26 Academic Year is the first full year of offering Professional Development Days for our student candidates across all Teacher Educator Programs.</p> <p><i>We are currently a part of a PELSB statewide variance for utilizing the CPAST as our teacher performance assessment. This has us reimagining what supports can be developed and implemented for our candidates to ensure we are addressing relevant needs, areas for improvement, and building continued supports throughout their experience.</i></p>
Standard 3	
Goals for the 2025-26 year	<ul style="list-style-type: none"> • PELSB approval of mapped, updated, and submitted Request for Initial Program Approval (RIPA) SEP sequences with embedded culturally responsive pedagogy throughout each licensure programs. • Conduct two joint meetings with our Designated School Partnership (DSP) district (ISD 742).

Actions	<ul style="list-style-type: none"> • Make curriculum updates and align with the PELSB 2023 SEPs to address newly adopted standards and meet requirements for teacher preparation programs in Minnesota. • Maintain collaborative practices and efforts with DSP to schedule and plan meetings.
Expected outcomes	<ul style="list-style-type: none"> • Alignment and approval of Minnesota SEPs via PELSB's RIPA process. • Insights and plans for emerging goals with DSP for continuous improvement.
Reflections or comments	<p>Programs have redesigned their SEPs for the MinnState system's transfer pathways requirements, and are updating their SEP sequences to the new state SEPs. Minnesota has made a notable effort in ensuring teachers meet the evolving needs of Minnesota's diverse student population in the way of cultural responsiveness (Standard 8: Racial Consciousness and Reflection).</p> <p>We have had DSP meetings, which included a large discussion around culturally responsive teaching and learning and partnered efforts to meet these needs.</p> <p>We have had Residency Program meetings with ISD 742 educators regarding the SEPs, student candidate experience, the CPAST, and relevant feedback for continuous improvement of programs and partnerships.</p>
Standard 4	
Goals for the 2025-26 year	<ul style="list-style-type: none"> • Collaborate with P-12 Partners to connect candidate performance with student learning outcomes. • Continue to explore and develop residency models with area P-12 partners that would reduce candidates' financial burden and provide clinically-based preparation. <ul style="list-style-type: none"> ○ Implement first Residency Program pilot
Actions	<ul style="list-style-type: none"> • Collect data related to success of current recruitment and enrollment strategies to analyze with Teacher Preparation Advisory (formerly Assessment Advisory) and Unit faculty. • Continue collaborating with DSP, gathering feedback for continuous improvement, and working together in achieving goals for strengthening the education system. • Monitor and gather feedback from Residency Program pilot.
Expected outcomes	<ul style="list-style-type: none"> • An emerging development of a cyclical analysis system of data from assessments and stakeholder feedback, quality assurance purposes based on state and national requirements, and a yearly audit system. • Feedback for continuous improvement in student candidate's and Residency Program model.

Reflections or comments	<p>We are developing a system that crosswalks and aligns all data, requirements, and goals for the purpose of continuous improvement initiatives that will inevitably allow us to analyze and make data-driven decisions.</p> <p>This system will allow meaningful data to be identified and gathered, including stakeholder feedback through Professional Development Days, DSP meetings, surveys, Residency Program meetings, and more.</p>
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Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

Unit Key Assessments

Each term, our Teacher Education Unit has a Data Retreat to review Program and Unit data for continuous improvement.

All Programs within the Unit share two Unit-wide Key Assessments:

- Lesson Planning
- Philosophy of Teaching

CPAST

Though SCSU has been implementing and reviewing data from the CPAST, Spring 2025 was the first year of the statewide CPAST Pilot. The state has specific reporting requirements for us to adhere to.

Teacher Preparation Advisory

The Teacher Preparation Advisory meets monthly and is comprised of every Program in the Teacher Education Unit, which is tasked with the following charges:

- Coordinate Program assessment tools and reviews
- Support accreditation processes, analyses, & compliance
- Items related to teacher performance assessments, policy, planning, and implementation.
- Coordinate TEUC data retreats, designated partners, information/data sharing
- Provide guidance and support to Center for Teacher Preparation
- Deliver information to programs from Center for Teacher Preparation

Developing Data Systems

Currently, we are working on developing a master data dashboard for the Teacher Education Unit to ensure data quality and access for all Programs. This will allow a standardized system for data review and support discussions around continuous

improvement.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

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

N/A

8. Anticipated Growth and Development

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

We are currently implementing our Secondary Residency Program pilot in partnership with a local school district. We have applied for a Residency Grant through the Minnesota Department of Education to provide funding for the next two years for the implementation of our Secondary Residency Program. The redesign and updating of Minnesota’s new SEPs are being submitted via a RIPA to PELSB this 25-26 Academic Year. We are leading the way in the utilization of the CPAST, which has been made into a pilot opportunity for institutions across the state through a variance approved by PELSB.

9. Regulatory Changes

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

Our Unit is currently working on developing our programs with the new 2023 Standards of Effective Practice (SEPs) to submit to PELSB as a Request for Initial Program Approval (RIPA), along with PELSB's Reading Audits for Elementary, Early Childhood, and Special Education programs. Alongside this work, we have redesigned our SEPs throughout programs to ensure alignment and requirements are met for MinnState's Transfer Pathways.

10. Sign Off

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

Date sent to AAQEP:	12/23/2025
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