

Name of Institution: Minnesota State-Mankato
Institution/[Program](#) Type: Traditional
Academic Year: 2011-12
State: Minnesota
Address: Armstrong Hall 118
Mankato, MN, 56001
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Is your institution a member of an HEA Title II [Teacher](#) Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each [teacher](#) preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
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Business Ed (collaborative program with Winona State)	No
Chemistry	No
Communications Arts and Literature (English/Speech)	No
Dance	No
Developmental Cognitive Disabilities	No
Developmental/Adaptive P.E.	No
Early Childhood  Special Education	No
Earth and Space	No
Elementary Education 	No
Emotional Behavioral Disorders	No
English as a Second Language	No
Family Consumer Science	No
Graduate Initial Licensure (5-12 and K-12)	No
Health Science	No
Learning Disabled	No
Library Media Specialist	No
Life Science	No
Mathematics	No
Middle School (Grades 5-8)	No
Music (vocal and instrumental)	No
Physical Education (Human Performance)	No
Physics	No
Reading (K-12 Reading Teacher)	No
Social Studies	No
Visual Arts	No
World Languages and Cultures (Spanish/French/German)	No
Total number of teacher preparation programs: 26	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
 Junior year

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

<http://ed.mnsu.edu/advising/admission/onlineprofed.html>

Please provide any additional about or exceptions to the admissions information provided above:

Students are formally evaluated at specified transition points in Professional Education: 1) Admission, 2) Prior to student teaching, 3) Completion of student teaching and 4) Program completion. Note: Individual programs do have additional transition points often every semester. The MAT or Graduate Teacher Licensure program does require recommendations and a personal statement.

The Variance Request Process is designed to formalize the process by which a student may appeal a decision relating to Professional Concerns or program requirements. The Professional Education Review Board, representing the Professional Education unit evaluates each request on an individual basis. The Review Board will also automatically hear cases of students who may be placed on non-continuance or expulsion and will hear cases of professional concerns reports if candidates wish to appeal them. The committee is established for each academic year and consist of representatives from each professional education department in the College of Education. When a student from a major outside the College of Education has an appeal before the committee, a faculty member from the student's department may also serve on the committee.

For additional information please visit: <http://ed.mnsu.edu/resources/variance.html>

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes

Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other		

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.21

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

3.43

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other		

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.67

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

4

Section I.c Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that

individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2011-12:	596
Unduplicated number of males enrolled in 2011-12:	206
Unduplicated number of females enrolled in 2011-12:	390

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	8
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	11
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	0
White:	553
Two or more races:	0

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	462
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	54

Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1550
Number of students in supervised clinical experience during this academic year	1422

Please provide any additional information about or descriptions of the supervised clinical experiences:

The College of Education has revised programs to assure significantly increased field experience in courses prior to student teaching for elementary, secondary, content area, and special education candidates. In addition, all student teaching experiences are conducted using a co-teaching model. All cooperating teachers are trained in co-teaching methods. This method provides comprehensive mentoring throughout the student teaching experience. Further, student teachers place in our eight Partner School Districts also receive mentoring from "Teachers on Special Assignment" who are trained in mentoring through the New Teacher Center (San Jose California).

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	34
Teacher Education - Early Childhood Education	11
Teacher Education - Elementary Education	121
Teacher Education - Junior High/Intermediate/Middle School Education	90
Teacher Education - Secondary Education	77
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	

Teacher Education - Art	6
Teacher Education - Business	
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	
Teacher Education - Health	10
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	7
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	11
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	11
Teacher Education - Technical Education	1
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	1
Teacher Education - French	

Teacher Education - German	1
Teacher Education- History	
Teacher Education - Physics	1
Teacher Education - Spanish	5
Teacher Education - Speech	3
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	1
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other	8
Specify: Developmental Adapted Physical Education	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	34

Teacher Education - Early Childhood Education	11
Teacher Education - Elementary Education	121
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	6
Teacher Education - Business	
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	
Teacher Education - Health	10
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	7
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	11
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	11
Teacher Education - Technical Education	1

Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	1
Teacher Education - French	
Teacher Education - German	1
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	1
Teacher Education - Speech	3
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	

Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	

Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2011-12: 243

2010-11: 367

2009-10: 347

Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

8

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

- Pre-admission advising
- Collaboration with community/technical college faculty
- Students were apprised of scholarships through the TEACH Grants

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Acquired University Strategic Priority funding for secondary education amplified math program at Edina campus to begin in 2013-14.

Recruitment activities on and off campus by the Recruitment Coordinator and faculty

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

10

Provide any additional comments, exceptions and explanations below:

While we had 7 mathematics teacher education completers for the 2011-2012 academic year, we have 27 students currently enrolled in the program during the 2012-2013 academic year. Planning activities related to a grant received from University Strategic Priority funding for a

secondary education amplified math program at Edina campus is taking place. Elementary Education students are encouraged to add the middle school mathematics licensure.

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

A secondary education amplified math program will begin at the Edina campus in 2013-14.

Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

11

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

- Pre-admission advising
- Collaboration with content-area faculty for recruiting
- Collaboration with community/technical college faculty for recruiting
- Students are apprised of scholarships through the TEACH Grants

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

10

Provide any additional comments, exceptions and explanations below:

While we had 5 completers in our science education licensure programs in the 2011-2012 academic year, we have 20 students enrolled in our science education programs during the 2012-2013 academic year.

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

We hope to continue increasing the number of science education candidates through the following activities:

- a. Recruitment activities on and off campus coordinated by our Recruitment Coordinator
 - b. Increasing efforts to engage faculty in recruiting activities
 - c. Our AVID program at university level is designed to enhance capacity to recruit students into science teacher education programs and ensure their graduation.
- Teachers of Tomorrow program actively recruits students for shortage areas and offers scholarships

Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

30

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

•Undergraduate and graduate teacher licensure programs in special education, classes are offered at both Mankato and the metro Edina Location

- We offer our graduate licensure programs for EBD and LD at both the Edina and Mankato locations in the evening so that working professionals can attend.
- Our undergraduate DCD program was offered at Normandale Community College and Mankato during the 2011-2012 academic year.
- An Autism Spectrum Disorder was offered in response to district needs
- Recruitment activities on and off campus including attendance at state and national recruiting events.
- Recruitment activities on and off campus by the Recruitment Coordinator and faculty
- A Special Education Advisory Council monitors and addresses needs and issues related to recruiting and retaining students
- Students are apprised of scholarships through the TEACH Grants

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

30

Provide any additional comments, exceptions and explanations below:

We had 34 completers during the 2011-2012 academic year and have 111 students enrolled in special education programs during the 2012-2013 academic year.

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

Provide any additional comments, exceptions and explanations below:

- Recruitment activities on and off campus are coordinated by the Recruitment Coordinator and efforts to increase faculty engagement in recruiting activities are occurring.
- The AVID program offered at university level is designed to enhance the capacity of our program to recruit students into special education teacher education programs and ensure their graduation.
- Teachers of Tomorrow program actively recruits students for shortage areas and offers scholarships
- The Special Education Department has been approved to offer and Academic and Behavioral Disorders (ABD) licensure program. This program will also be offered at the Edina campus.

Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

- Pre-admission advising
- Collaboration among elementary education, secondary education, and content-area faculty to increase the number of students adding TESL (Teaching English as a Second Language) as a minor or add-on license
- TESL content classes are offered online to increase access for more students
- Collaboration among community/technical college faculty in recruiting activities
- Students are apprised of scholarships through the TEACH Grants

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

- Increase recruitment activities on and off campus by the Recruitment Coordinator and faculty
- Increase emphasis on advising students to seek a minor or second license as part of their preparation through banded tuition.

Provide any additional comments, exceptions and explanations below:

During the 2011-2012 academic year, we graduated one teacher in the TESL program and had 23 students enrolled.

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

5

Provide any additional comments, exceptions and explanations below:

We hope to increase the number of graduates using the strategies outlined in 2011-2012. We also plan to develop a better method for tracking our enrollments in this program. Because the program is a "minor" housed within the English Department, the College of Education relies on faculty outside the teacher preparation programs to track this information. A more stream-lined method of collecting the numbers will help us fine-tune our recruiting efforts going forward.

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Part of our requirements from the Minnesota Department of Education and Board of Teaching deal with diversity. For example: Sub point 4, Standard 3, diverse learners indicates a teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. All of our programs and teacher candidates must address this overall standard and the sub-standards contain within.

In addition, our College has an advisory board made up of superintendents, principals, classroom teachers, current and former students, and faculty from the college. This advisory board meets regularly to discuss what they are seeing and hearing. This information provides valuable feedback about our programs and students to our college and faculty. In addition, specific research is conducted through conversations with school partners and surveys of students and employers to understand the performance of candidates and the needs of schools.

Within our college we offer: courses that are carefully aligned to State Board of Teaching Standards of Effective Practice, thereby assuring that candidates are effectively licensed in Minnesota; case studies with reflection; extended field experiences with mentoring; service learning and context assignments with diverse populations where candidates lack exposure, understanding, or experience. Candidate placement rates are high and local districts seek teachers from our graduates.

Local SPED directors serve on focus groups and a Special Education Advisory Board meets regularly to report needs/trends for special education and student teaching supervisors systematically report trends noted during visits to surrounding schools.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
0133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS)	3			

All program completers, 2010-11				
0133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	19	257	17	89
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2010-11	5			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	1			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2011-12	21	257	17	81
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2010-11	7			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2009-10	1			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2011-12	18	264	17	94
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2010-11	8			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2009-10	1			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	13	164	13	100
0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	1			

0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	1			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	1			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	1			
0245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	15	263	15	100
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	8			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2009-10	1			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	15	254	14	93
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	8			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2009-10	1			
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	41	180	40	98
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	35	180	35	100
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	29	180	28	97
5710 -COMPUTERIZED PPST READING	41	180	40	98

Educational Testing Service (ETS) All program completers, 2011-12				
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2010-11	35	179	33	94
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2009-10	37	177	35	95
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2011-12	41	176	40	98
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2010-11	35	177	34	97
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2009-10	34	175	31	91
110 -DANCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	2			
111 -DANCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	2			
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	11	266	10	91
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	15	264	15	100
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	11	254	9	82
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	15	258	13	87
0022 -EARLY CHILDHOOD: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
0022 -EARLY CHILDHOOD: CONTENT KNOWLEDGE Educational Testing Service (ETS)	16	175	16	100

All program completers, 2009-10				
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	1			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	1			
0571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
0571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			
0353 -ED. OF EXCEPTIONAL STUDENTS: CORE CONTENT Educational Testing Service (ETS) All program completers, 2011-12	11	178	11	100
0353 -ED. OF EXCEPTIONAL STUDENTS: CORE CONTENT Educational Testing Service (ETS) All program completers, 2010-11	47	182	47	100
0353 -ED. OF EXCEPTIONAL STUDENTS: CORE CONTENT Educational Testing Service (ETS) All program completers, 2009-10	37	175	36	97
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	107	259	101	94
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	53	260	51	96
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	107	260	102	95
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	53	258	48	91
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson	107	247	84	79

All program completers, 2011-12				
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2010-11	53	246	43	81
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	51	164	51	100
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	88	164	87	99
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	5			
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	1			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	5			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	1			
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2010-11	11	170	11	100
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2009-10	10	167	9	90
0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2011-12	1			
0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS)	4			

All program completers, 2010-11				
0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2010-11	1			
0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2009-10	5			
084 -FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	2			
084 -FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	1			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	2			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	1			
160 -FRENCH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	1			
161 -FRENCH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	1			
0182 -GERMAN PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2010-11	1			
0182 -GERMAN PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2009-10	1			
162 -GERMAN: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	1			
163 -GERMAN: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	1			
0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	1			

0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	7			
0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	16	688	16	100
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	11	267	11	100
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	4			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	10	271	10	100
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	4			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	5			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	3			
107 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	3			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	2			
0310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2010-11	2			
0310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	2			
0311 -LIBRARY MEDIA SPECIALIST II Educational Testing Service (ETS)	3			

All program completers, 2010-11				
102 -LIBRARY MEDIA SPECIALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	5			
102 -LIBRARY MEDIA SPECIALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	2			
103 -LIBRARY MEDIA SPECIALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	5			
103 -LIBRARY MEDIA SPECIALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	2			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	4			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	2			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	4			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	2			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	8			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	1			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	8			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	1			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	9			

0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	152	9	90
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	5			
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	5			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	7			
0113 -MUSIC: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6			
0113 -MUSIC: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	11	276	11	100
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	13	279	13	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	11	272	11	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	13	274	13	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	116	258	111	96
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	65	257	60	92
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	116	258	110	95
013 -PEDAGOGY: ELEMENTARY SUBTEST 2	65	254	59	91

Evaluation Systems group of Pearson All program completers, 2010-11				
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	95	256	88	93
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	62	257	61	98
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2009-10	3			
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	94	265	94	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	62	266	60	97
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2009-10	3			
0091 -PHYSICAL EDUCATION CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	10	155	10	100
0091 -PHYSICAL EDUCATION CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	18	156	18	100
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	9			
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	9			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	9			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	9			
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson	1			

All program completers, 2011-12				
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	1			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	1			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	1			
0265 -PHYSICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	182	179	172	95
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	211	179	203	96
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	113	178	102	90
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2011-12	184	177	163	89
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2010-11	214	178	199	93
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2009-10	124	178	111	90
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2011-12	184	175	176	96
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2010-11	214	175	205	96
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2009-10	118	175	112	95

0521 -PRICIPLES LEARNING & EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2010-11	1			
0521 -PRICIPLES LEARNING & EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2009-10	15	182	15	100
0523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	1			
0523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11	2			
0523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	7			
0524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	4			
0524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	70	175	70	100
0524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	109	171	106	97
0522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	7			
0522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	64	177	64	100
0522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	96	175	95	99
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	9			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	7			
053 -SOCIAL STUDIES SUBTEST 2	8			

Evaluation Systems group of Pearson All program completers, 2011-12				
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	7			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	9			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	19	167	19	100
0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2010-11	1			
0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2009-10	5			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	1			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	3			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2009-10	1			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	1			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	3			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2009-10	1			
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	54	263	53	98
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson	31	254	27	87

All program completers, 2010-11				
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2009-10	3			
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	53	267	53	100
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	31	264	30	97
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2009-10	3			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	5			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	7			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	5			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	7			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	3			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	283	218	77
All program completers, 2010-11	327	285	87
All program completers, 2009-10	255	229	90

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

- The pre-service teacher program prepares teachers to integrate technology effectively into curricula and instruction in several ways. All teacher candidates complete a rigorous class focused on integrating technology into teaching and learning. Students create technology enhanced lessons, explore best practices in technology integration, have hands on practice with tools such as Smart Boards, iMovies, wikis, or blogs and discuss and write about how, when, and why technology should be used in teaching and learning.

- Students participate in field experiences in the teacher preparation program which allow them to observe effective practicing teachers' integration of technology into teaching. Students share what they have learned through these observations in online forums, written work, and discussions.
- Students integrate technology in their education and content classes as they progress through the teacher preparation program. Students develop increasingly sophisticated technology integrated lessons as they approach student teaching.
- Principles of universal design are interwoven through the technology classes and in other courses in the preparation program. Students learn how to differentiate instruction using technology, and how to adapt and choose technology to meet the needs of diverse learners. Specific instruction includes using technology with ELL and special education students, as well as students with varying learning preferences, especially visual learners. Students learn how to deliver format in multiple formats using technology, including use of audio, video and multi-media.
- All students learn to use excel, tables, and grading software to collect, manage, and analyze data to improve student learning. They are required to complete assessments of lessons, aggregate and analyze data to determine if their teaching had the desired impact on student learning and redesign lessons to improve impact on student learning.
- All students learn to develop assessments aligned with state standards to collect student data.
- All students learn to use large scale assessment data such as state tests and the Northwest Education Measures of Academic Performance (used extensively by P-12 school district partners) to assess student learning progress and develop lessons and interventions differentiated to student needs. They also learn how to develop formative assessments aligned to standards to measure progress aligned to large scale assessments.
- Coursework in special education includes instruction in universal design principles, assistive technology, second life or another form or virtual reality, instructional software for planning and teaching lessons and units, and information on copyright, intellectual property, web-safety, and social networking sites in P-12 schools. In addition, graduate and undergraduate program students complete rigorous coursework in data-based decision making using various technology tools to monitor and graph progress. Also, special education programs contain a course in informal and formal assessment of individualized achievement and use technology to collect, score, and analyze data.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized [education program](#) teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized [education program](#) teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

- All students are trained in developmental needs of students and the interventions and accommodations needed for students with disabilities and for students with limited English proficiency. They learn how to work with special educators and ESL specialists to assess and work collaboratively to meet IEP needs and limited English proficiency needs of students. Specific standards of effective practice from the State Board of Teaching are aligned in several [courses](#) and are monitored with assessments to determine candidate competency.
- Course work provides specific instruction in the development of differentiated curriculum planning, instruction, and assessment to meet the needs of student with disabilities, IEPs, and limited English proficiency.
- Field experiences and student teaching require candidates to document the needs of diverse populations in the classroom and to demonstrate assessment of impact on diverse student populations.
- Starting the fall 2010 all elementary and secondary education majors were required to take a methods course that includes teaching students who are limited English proficient.

Does your program prepare **special education** teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section

614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Our [program](#) contains specific classes in research-validated instructional strategies that have been proven effective for working with students with disabilities. Literacy strategies are also included for students with limited English proficiency. Continuous emphasis is given to individualized education program teams throughout our programs, including [courses](#) in Due Process, Planning, and Design of IEP's, Special Education Law, Transition Planning, and Assessment, Evaluation, and Individualized Planning for Diverse Learners in our coursework.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your [teacher](#) preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Minnesota State-Mankato
Traditional Program
2011-12