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Minnesota State University-Mankato  
Traditional Program

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AY 2014-15

Institution Information

**Name of Institution:** Minnesota State University-Mankato  
**Institution/Program Type:** Traditional  
**Academic Year:** 2014-15  
**State:** Minnesota

**Address:** Armstrong Hall 118  
  
Mankato, MN, 56001

**Contact Name:** Dr. Jean Haar  
**Phone:** 507-389-5445  
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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?
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 (9-12 and K-12)	Yes
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
<b>Total number of teacher preparation programs: 26</b>	

## 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 comments 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

Other	Data not reported	Data not reported
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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 2014-15

3.37

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

3.55

Please provide any additional comments about the information provided above:

Our Elementary Education undergraduate initial licensure program requires a minimum GPA of 3.0 for admission.

### 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	Data not reported	Data not reported

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 2014-15

3.91

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

3.87

Please provide any additional comments about the information provided above:

### Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Total number of students enrolled in 2014-15:	792
Unduplicated number of males enrolled in 2014-15:	235
Unduplicated number of females enrolled in 2014-15:	557

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	22
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	8
Black or African American:	15
Native Hawaiian or Other Pacific Islander:	0
White:	692
Two or more races:	13

**Section I.d Supervised Clinical Experience**

Provide the following information about supervised clinical experience in 2014-15.

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	35
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1364
Number of students in supervised clinical experience during this academic year	1299

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 placed in our ten Partner School Districts also receive mentoring from "Teachers on Special Assignment" and Supervisors (adjunct and full-time faculty) who are trained in mentoring through our contract with the New Teacher Center (San Jose, California). Our contract with the New Teacher Center enables us to collect data specific to the efficacy of our mentoring practices and model through the use of standardized assessment tools available through a protected electronic portal. We have embedded these valuable data sources into our comprehensive multiple measures portfolio used to evaluate candidate performance and program effectiveness.

**Section I.e Teachers Prepared by Subject Area**

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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	0
Teacher Education - Special Education	79
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	64
Teacher Education - Junior High/Intermediate/Middle School Education	112
Teacher Education - Secondary Education	127
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	8
Teacher Education - Business	0
Teacher Education - English/Language Arts	17
Teacher Education - Foreign Language	0
Teacher Education - Health	13
Teacher Education - Family and Consumer Sciences/Home Economics	4
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	8
Teacher Education - Music	4

Teacher Education - Reading	48
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	0
Teacher Education - Social Studies	7
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	7
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	1
Teacher Education - French	1
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	2
Teacher Education - Spanish	2
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	4
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other	7
Specify: Teacher Education - 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 2014-15. 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	0
Teacher Education - Special Education	79
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	63
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	52
Teacher Education - Agriculture	0
Teacher Education - Art	8
Teacher Education - Business	0
Teacher Education - English/Language Arts	12
Teacher Education - Foreign Language	0
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	5
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	12
Teacher Education - Reading	48
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	7
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	7
Teacher Education - Chemistry	1

Teacher Education - Drama and Dance	1
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	2
Teacher Education - Spanish	2
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	0

## Section I.f Program Completers

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

2014-15: 306

2013-14: 270

2012-13: 198

## 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

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 2014-15**

**Did your program prepare teachers in mathematics in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2014-15?**

10

**Did your program meet the goal for prospective teachers set in mathematics in 2014-15?**

No

**Description of strategies used to achieve goal, if applicable:**

Pre-admission advising, collaboration with mathematics content area faculty, collaboration with community/technical college faculty.

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

The majority of on and off-campus recruitment activities were planned and coordinated by the Maverick Recruitment Coordinator with faculty involvement. We continue to track students directly from High School who indicate interest in Math Education and work closely with them to sustain their interest in teaching and ensure their eligibility for admission to our program.

**Provide any additional comments, exceptions and explanations below:**

We graduated 7 math teachers in 2014-15.

**Academic year 2015-16**

**Is your program preparing teachers in mathematics in 2015-16?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2015-16?**

10

**Provide any additional comments, exceptions and explanations below:**

The number of candidates enrolled in math education fluctuates slightly from year to year. As we track the numbers over time, we concluded that setting a goal of adding 10 students is generally within reach.

**Academic year 2016-17**

**Will your program prepare teachers in mathematics in 2016-17?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2016-17?**

10

**Provide any additional comments, exceptions and explanations below:**

We continue to advise our elementary education students to add on the middle school licence in Mathematics. Currently, we have 6 students taking the math middle minor. We believe this also supports our efforts to increase the number of teachers licensed in math education that we produce each year.

## 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 2014-15**

**Did your program prepare teachers in science in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in science in 2014-15?**

**Did your program meet the goal for prospective teachers set in science in 2014-15?**

Yes

**Description of strategies used to achieve goal, if applicable:**

We prepared 9 science area teachers, exceeding our goal of 5. We continued to get most students internal to the various science departments who are interested in changing from a science major to a Science Education major. We worked closely with them ensure their entrance into the program. We also continued to advise Elementary Education students to add on the Middle School license for General Science. Our Elementary Education program also offers a STEM certificate which is not a license; however, we believe these program additions spark interest among our candidates in pursuing science licensure as they become teachers of record.

**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 2015-16**

**Is your program preparing teachers in science in 2015-16?**

Yes

**How many prospective teachers did your program plan to add in science in 2015-16?**

4

**Provide any additional comments, exceptions and explanations below:**

As we follow our science enrollment trends over time, we are aware that this continues to be challenging area for recruitment. We decreased our goal number due to the influx of students in the 2014-15 academic year. Typically, our enrollment ebbs and flows and a lower number for the next several years will be in line with our past history, even with recruitment efforts.

**Academic year 2016-17**

**Will your program prepare teachers in science in 2016-17?**

Yes

**How many prospective teachers does your program plan to add in science in 2016-17?**

4

**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 science teacher education programs and ensure their graduation.
- d. 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 2014-15**

**Did your program prepare teachers in special education in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in special education in 2014-15?**

20

**Did your program meet the goal for prospective teachers set in special education in 2014-15?**

Yes

**Description of strategies used to achieve goal, if applicable:**



implemented.

"Teachers of Tomorrow" is a program designed to actively recruit students for shortage areas and offers scholarships.

**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 2015-16**

**Is your program preparing teachers in special education in 2015-16?**

Yes

**How many prospective teachers did your program plan to add in special education in 2015-16?**

20

**Provide any additional comments, exceptions and explanations below:**

The Department of Special Education offers an undergraduate Academic and Behavioral Strategist licensure program at both the main campus and in the greater Twin Cities metropolitan area (Minneapolis & St. Paul). The Department is actively pursuing innovative ways to increase enrollment in the metropolitan area. The undergraduate program had approximately 25 students in the 2014-15 cohort with a growing number of applicants for the 2015-16 cohort. Simultaneously, the Special Education program had 59 teacher candidates enrolled in its graduate program.

**Academic year 2016-17**

**Will your program prepare teachers in special education in 2016-17?**

Yes

**How many prospective teachers does your program plan to add in special education in 2016-17?**

20

**Provide any additional comments, exceptions and explanations below:**

The numbers of applications to the Special Education teacher licensure program continues to grow.

## Section II Annual Goals - Instruction of Limited English Proficient Students

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 2014-15**

**Did your program prepare teachers in instruction of limited English proficient students in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?**

5

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?**

No

**Description of strategies used to achieve goal, if applicable:**

Pre-admission advising, collaboration with content area faculty, collaboration with community/technical college faculty.

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

The majority of on and off-campus recruitment activities were planned and coordinated by the Maverick Recruitment Coordinator with faculty involvement.

**Provide any additional comments, exceptions and explanations below:**

We increased our direct communication with the English faculty who oversee the English as a Second Language program. We have engaged in more collaborative efforts, especially in contacting and supporting graduate students who may start the ESL program to gain a separate Master's degree. We encourage these students to also work with the College of Education to gain the teaching license.

**Academic year 2015-16**

**Is your program preparing teachers in instruction of limited English proficient students in 2015-16?**

Yes

**Provide any additional comments, exceptions and explanations below:**

We will continue to follow the enrollment trends as we implement our strategies to recruit and retain students in this licensure area. We will add and/or modify these strategies if enrollments do not stabilize or increase for the next several years.

**Academic year 2016-17****Will your program prepare teachers in instruction of limited English proficient students in 2016-17?**

Yes

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?**

5

**Provide any additional comments, exceptions and explanations below:**

We are continuing to focus our efforts on communication with students/potential students and content area faculty.

**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 historically convened an advisory board made up of superintendents, principals, classroom teachers, current and former students, and faculty from the college. This advisory board met regularly to discuss what they are seeing and hearing. This information provided valuable feedback about our programs and students to our college and faculty. We are currently re-structuring this Advisory Board to ensure that input from an even more diverse population of stakeholders is available to us. 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 highly trained and skilled mentors; 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 Pass 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, 2012-13	3			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	178	257	152	85

Evaluation Systems group of Pearson All program completers, 2013-14				
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	110	255	94	85
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2014-15	178	254	154	87
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2013-14	174	252	154	89
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2012-13	110	252	97	88
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2014-15	177	252	151	85
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2013-14	176	251	162	92
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2012-13	110	251	98	89
082 -BUSINESS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
083 -BUSINESS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	3			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	3			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	3			
0245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	17	272	17	100
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	11	266	11	100
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	5			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	17	267	17	100
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	11	255	11	100
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	5			
	10	183	10	100

Educational Testing Service (ETS) All program completers, 2014-15				
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	7			
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	17	179	16	94
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2014-15	10	182	10	100
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2013-14	7			
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2012-13	18	178	18	100
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2014-15	10	178	10	100
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2013-14	9			
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2012-13	17	176	16	94
110 -DANCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	2			
110 -DANCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
111 -DANCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	2			
111 -DANCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	3			
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
0571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0353 -ED. OF EXCEPTIONAL STUDENTS: CORE CONTENT Educational Testing Service (ETS) All program completers, 2014-15	2			
0353 -ED. OF EXCEPTIONAL STUDENTS: CORE CONTENT Educational Testing Service (ETS) All program completers, 2013-14	5			
0353 -ED. OF EXCEPTIONAL STUDENTS: CORE CONTENT Educational Testing Service (ETS) All program completers, 2012-13	5			
	56	268	55	98

Evaluation Systems group of Pearson All program completers, 2014-15				
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	69	263	68	99
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	69	256	67	97
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	56	269	54	96
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	69	267	68	99
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	69	261	66	96
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	56	259	53	95
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	69	257	65	94
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2012-13	68	255	64	94
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	6			
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	13	262	12	92
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	1			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	6			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	13	254	11	85
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	1			
084 -FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	3			
084 -FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
084 -FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	7			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	3			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	4			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	7			
160 -FRENCH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
	1			

Evaluation Systems group of Pearson All program completers, 2013-14				
160 -FRENCH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	1			
161 -FRENCH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
161 -FRENCH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
161 -FRENCH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	1			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	10	272	10	100
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	10	275	10	100
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	9			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	10	265	9	90
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	10	274	10	100
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	9			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	4			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	2			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	4			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
102 -LIBRARY MEDIA SPECIALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
103 -LIBRARY MEDIA SPECIALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	3			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	8			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	3			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	8			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	3			
	8			

Evaluation Systems group of Pearson All program completers, 2014-15				
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	9			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	10	248	8	80
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	8			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	9			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	10	251	9	90
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	16	274	16	100
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	4			
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	16	275	16	100
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	4			
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	4			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	3			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	1			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	2			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	1			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	2			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	1			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	86	265	86	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	89	262	88	99
	106	258	104	98

Evaluation Systems group of Pearson All program completers, 2012-13				
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	86	266	84	98
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	88	261	83	94
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	105	259	101	96
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	92	266	92	100
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	90	263	89	99
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	83	256	82	99
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	92	273	92	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	90	270	89	99
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	83	265	83	100
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	12	254	11	92
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	9			
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	16	264	16	100
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	12	266	12	100
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	9			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	16	264	16	100
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	3			
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	3			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	11	180	11	100
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	19	180	19	100
	80	180	80	100



Educational Testing Service (ETS) All program completers, 2012-13				
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2014-15	10	180	10	100
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2013-14	17	180	17	100
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2012-13	77	178	76	99
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2014-15	11	176	11	100
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2013-14	15	178	15	100
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2012-13	79	176	79	100
0521 -PRICIPLES LEARNING & EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2014-15	1			
0521 -PRICIPLES LEARNING & EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2012-13	1			
0523 -PRICIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2012-13	2			
0524 -PRICIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
0524 -PRICIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	9			
0524 -PRICIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	6			
0522 -PRICIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	3			
0522 -PRICIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	3			
0522 -PRICIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	4			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	9			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	16	256	15	94
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	15	249	14	93
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	9			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	16	252	16	100
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	15	242	13	87
	2			

Educational Testing Service (ETS) All program completers, 2013-14				
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	3			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	2			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	4			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	3			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	2			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	4			
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	14	261	14	100
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	32	256	28	88
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	15	260	15	100
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	27	248	23	85
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	51	261	51	100
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	32	257	28	88
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	14	270	14	100
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	27	251	23	85
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	15	275	15	100
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	50	269	50	100
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	7			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	5			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	8			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	7			
	5			

Evaluation Systems group of Pearson All program completers, 2013-14				
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	8			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	3			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	4			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	206	160	78
All program completers, 2013-14	211	169	80
All program completers, 2012-13	219	184	84

### 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 Use of 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 social media (Twitter), 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 lessons in multiple formats using technology, including use of audio, video and multi-media.

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, 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. This is especially done through the edTPA documentation that is required for all Teacher Candidates.
- 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.

Evidence regarding candidate and graduate competencies in these areas is routinely acquired through our Common Metrics Surveys. Candidates self-report on their preparation to meet the needs of special education and limited English proficient students as they complete their programs. Graduates also complete the "Transition to Teaching Survey" at the end of their first year of teaching and their Employers complete the "Supervisor Survey" at approximately the same time. Multiple items on these surveys allow us to gain a sense of how well-prepared our candidates/graduates are in these respective areas.

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**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. Teaching strategies are included for students who are English Language Learners. 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.

Additionally, this is especially done through the edTPA documentation that is required for all Teacher Candidates.

## 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.**

represents the status of individual graduates within one year following graduation. Our College of Education results for 2014 reveal an employment rate of 93.4% across all our departments and programs. This percentage is up slightly from results obtained in 2013 (92.2%). The College of Education class of 2014 had 7.0% of its graduates go on to continue their education. For a breakdown and overview of teacher preparation contextual information, please see: \* <http://www.mnsu.edu/cdc/resources/statistics/2013-2014/mnsu-colleges-snapshot.pdf#page=4> Our College of Education Annual Report for the 2014-15 Academic Year can be found at this link: [http://ed.mnsu.edu/educ186ot-14-15\\_final.pdf](http://ed.mnsu.edu/educ186ot-14-15_final.pdf) A Milestone Report that summarizes our progress toward stated goals and benchmarks related to our grant from the Archibald Bush Foundation has also been attached as a "supporting file."

### Supporting Files

[Milestones Report Fall 2014 to Summer 2015](#)

## Complete Report Card

AY 2014-15