



### Complete Report Card

AY 2015-16

#### Institution Information

**Name of Institution:** Minnesota State University-Mankato  
**Institution/Program Type:** Traditional  
**Academic Year:** 2015-16  
**State:** Minnesota

**Address:** Armstrong Hall 118

Mankato, MN, 56001

**Contact Name:** Dr. Jean Haar  
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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?
Communication Arts and Literature	No
Dance	No
Elementary Education	No
English as a Second Language	No
Family and Consumer Science	No
Health	No
Health	No
Library Media Specialist	No
Mathematics	No
Middle Level Communication Arts and	No

Literature	
Middle Level Mathematics	No
Middle Level Science	No
Physical Education	No
Science: Chemistry	No
Science: Earth and Space	No
Science: General Science 5-8	No
Science: Life Science	No
Science: Physics	No
Social Studies	No
SpEd: Academic and Behavior Specialists	No
SpEd: Autism Spectrum Disorder	No
SpEd: Developmental and Adaptive Physical Ed	No
SpEd: Developmental Disabilities	No
SpEd: Early Childhood Special Education	No
SpEd: Emotional Behavior Disorders	No
SpEd: Learning Disabilities	No
Teachers of Music: Instrumental	No
Teachers of Music: Vocal	No
Visual Arts	No
WLC: French	No
WLC: German	No
WLC: Spanish	No
<b>Total number of teacher preparation programs: 32</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
Interview	No	No
Other	Data not reported	Data not reported

**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 2015-16**

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 2015-16**

3.56

**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 2015-16**

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 2015-16

3.83

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.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2015-16:	1031
Unduplicated number of males enrolled in 2015-16:	209
Unduplicated number of females enrolled in 2015-16:	820

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	17
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	28
Black or African American:	41
Native Hawaiian or Other Pacific Islander:	0
White:	899
Two or more races:	0

### Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	950
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)	1300
Number of students in supervised clinical experience during this academic year	1002

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 2015-16. 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	57
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	78

Teacher Education - Junior High/Intermediate/Middle School Education	50
Teacher Education - Secondary Education	204
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	9
Teacher Education - Business	0
Teacher Education - English/Language Arts	9
Teacher Education - Foreign Language	4
Teacher Education - Health	21
Teacher Education - Family and Consumer Sciences/Home Economics	7
Teacher Education - Technology Teacher Education/Industrial Arts	9
Teacher Education - Mathematics	11
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	21
Teacher Education - Reading	35
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	10
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	4
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	2
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	1
Teacher Education - Spanish	4
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	2
Teacher Education - English as a Second Language	4
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify: Teacher Education - Developmental Adaptive Physical Education	15

## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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. (S205(b)(1)(H))

Academic Major	Number Prepared
Education - General	0
Teacher Education - Special Education	57
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	78
Teacher Education - Junior High/Intermediate/Middle School Education	50
Teacher Education - Secondary Education	204
Teacher Education - Agriculture	0
Teacher Education - Art	9
Teacher Education - Business	0
Teacher Education - English/Language Arts	10

Teacher Education - Foreign Language	5
Teacher Education - Health	21
Teacher Education - Family and Consumer Sciences/Home Economics	8
Teacher Education - Technology Teacher Education/Industrial Arts	9
Teacher Education - Mathematics	11
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	21
Teacher Education - Reading	35
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	14
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	4
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	2
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	1
Teacher Education - Spanish	5
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	2
Teacher Education - English as a Second Language	4
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
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:

2015-16: 510

2014-15: 306

2013-14: 270

## 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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

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

10

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

Yes

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:

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

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did 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 license in Mathematics. Currently, we have 5 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. We also continue to get students directly from high school who are interested in Math Education and we work closely with them to help them be successful in getting into our program.

### Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

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. Given that we have 5 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 2015-16

**Did your program prepare teachers in science in 2015-16?**

Yes

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

4

**Did your program meet the goal for prospective teachers set in science in 2015-16?**

Yes

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

Strategies we use to increase science education students are:

1. Recruitment activities on and off campus coordinated by our Recruitment Coordinator and various faculty members;
2. Efforts to increase the number of faculty members involved in recruiting students into science teaching
3. Our AVID program at the university level is designed to enhance our capacity to recruit science students into our science teacher education programs and ensure their graduation.
4. Our Teachers of Tomorrow program actively recruits 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:**

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 lower enrollment of students in the 2015-16 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

**Is your program preparing teachers in science in 2016-17?**

Yes

**How many prospective teachers did 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.

### Academic year 2017-18

**Will your program prepare teachers in science in 2017-18?**

Yes

**How many prospective teachers does your program plan to add in science in 2017-18?**



**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. (**5205(a)(1)(A)(ii), 5206(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 2015-16

**Did your program prepare 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

**Did your program meet the goal for prospective teachers set in special education in 2015-16?**

Yes

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

At the Undergraduate level we initiated a cohort of students that includes individuals from both the Mankato and Metro campuses. This allows for larger enrollment in the cohort and the opportunity for more students to enter our program.

At the graduate level, we have systematically converted our courses so that more of the courses are now offered online. As of Fall 2017, all of our graduate programs will be offered 100% online. These changes has led to an increase in graduate enrollment, with an expectation that this trend will continue when the program goes fully online.

**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:**

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 2015-16 cohort with a growing number of applicants for the 2016-17 cohort. The metro cohort had 14 students in 2015-2016, with an increase in enrollment in 16-17. Simultaneously, the Special Education program had 85 initial teacher licensure candidates enrolled in its graduate program.

### Academic year 2016-17

**Is your program preparing teachers in special education in 2016-17?**

Yes

**How many prospective teachers did 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.

### Academic year 2017-18

**Will your program prepare teachers in special education in 2017-18?**

Yes

**How many prospective teachers does your program plan to add in special education in 2017-18?**

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

At the Undergraduate level we will continue to offer a cohort of students that includes individuals from both the Mankato and Metro campuses. This allows for larger enrollment in the cohort and the opportunity for more students to enter our program.

At the graduate level, all of our graduate programs will be offered 100% online by Fall 2017. This change has led to an increase in graduate enrollment, with an expectation that this trend will continue when the program goes fully online.

**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. (**S205(a)(1)(A)(ii), S206(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 2015-16**

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

7

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

**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:**

We increased our communications 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 student to also work with the College of Education to gain the teaching license.

**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**

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers did 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.

**Academic year 2017-18**

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

7

**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. We are aware that our program, in conjunction with the College of Education and the University, needs to design a method that efficiently renders an accurate accounting of our new ESL students. The current

system for reporting these student numbers does not account for our returning students getting an ESL license as an add-on to any of their first teaching licensure

areas.

## 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 (%)
003-BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	187	254	163	87
003-BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	179	258	156	87
003-BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	173	255	151	87
001-BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2015-16	185	253	163	88
001-BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2014-15	179	256	164	92
001-BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2013-14	174	252	156	90
002-BASIC SKILLS: WRITING	188	250	159	85

Evaluation Systems group of Pearson All program completers, 2015-16				
002-BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2014-15	178	253	160	90
002-BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2013-14	176	251	163	93
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, 2015-16	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, 2015-16	1			
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			
050-COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	13	271	13	100
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
051-COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	13	266	13	100
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
5730-COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	5			
5730-COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	10	183	10	100
5730-COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	7			
5710-COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2015-16	5			

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			
5720-COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2015-16	5			
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			
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, 2015-16	2			
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, 2015-16	2			
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			
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	4			
024-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	65	263	64	98
024-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	58	268	58	100
024-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	69	263	68	99
025-ELEMENTARY EDUCATION SUBTEST 2	65	267	64	98

Evaluation Systems group of Pearson All program completers, 2015-16				
025-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	58	269	56	97
025-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	69	267	68	99
026-ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	65	255	57	88
026-ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	57	260	55	96
026-ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	69	257	65	94
114-ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	2			
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
115-ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	2			
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
084-FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	4			
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			
085-FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	4			
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			
160-FRENCH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
160-FRENCH: WORLD LANG./CULTURE SUBTEST 1 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, 2014-15	1			
161-FRENCH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			

162-GERMAN: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	1			
163-GERMAN: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	1			
056-HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	17	271	17	100
056-HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	11	271	11	100
056-HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	10	275	10	100
057-HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	17	273	17	100
057-HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	11	265	10	91
057-HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	10	274	10	100
106-INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	2			
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			
184-INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	2			
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, 2015-16	8			
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, 2015-16	8			
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, 2015-16	3			
062-LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	8			
063-LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	3			
063-LIFE SCIENCE SUBTEST 2	8			

Evaluation Systems group of Pearson All program completers, 2014-15				
054-MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	11	248	9	82
054-MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	8			
054-MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	9			
055-MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	11	255	10	91
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			
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			
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			
0439-MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	3			
NT001-NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2015-16	7			
NT002-NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2015-16	4			
NT003-NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	6			
010-PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	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			
011-PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	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			
012-PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	113	262	107	95



012-PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	89	265	88	99
012-PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	89	262	88	99
013-PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	112	263	105	94
013-PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	89	266	87	98
013-PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	88	261	83	94
014-PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	86	262	84	98
014-PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	93	266	93	100
014-PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	90	263	89	99
015-PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	86	272	85	99
015-PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	93	273	93	100
015-PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	90	270	89	99
112-PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	17	265	16	94
112-PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	13	255	12	92
112-PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	9			
113-PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	16	267	16	100
113-PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	13	265	13	100
113-PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	9			
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	7			

Educational Testing Service (ETS) All program completers, 2015-16				
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	18	181	18	100
0710-PPST READING Educational Testing Service (ETS) All program completers, 2015-16	7			
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
0720-PPST WRITING Educational Testing Service (ETS) All program completers, 2015-16	7			
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
0521-PRICIPLES LEARNING & EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2015-16	1			
0521-PRICIPLES LEARNING & EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2014-15	1			
0524-PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	2			
0524-PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	1			
0524-PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	9			
0522-PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	3			
0522-PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2013-14	3			
052-SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	12	258	12	100
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
053-SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	12	251	12	100
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

0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
164-SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	6			
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			
165-SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	6			
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			
180-SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	5			
186-SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	52	247	37	71
186-SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	34	255	31	91
180-SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	14	261	14	100
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	249	24	89
181-SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	5			
187-SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	52	252	43	83
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, 2014-15	34	257	31	91
181-SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	15	275	15	100
187-SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	27	253	24	89
104-VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	8			
104-VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	7			
104-VISUAL ARTS SUBTEST 1	5			

Evaluation Systems group of Pearson All program completers, 2013-14				
105-VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	8			
105-VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	7			
105-VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	5			
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			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	219	157	72
All program completers, 2014-15	207	176	85
All program completers, 2013-14	210	170	81

### 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.
- 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, 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.

**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.**

Minnesota State University, Mankato continues to focus on effective partnerships, high quality field experiences, and high quality clinical practice as central to our Teacher Candidates' preparation and ability to impact P-12 students' learning and development. All of our teacher preparation programs are a part of the Teacher Candidate Support Network (TCSN). This network includes the Directors of the Office of Field and International Experience, the Center for Educator Support, the Center for Educator Partnerships and Student Support as well as Teachers on Special Assignment (TOSA's) who serve as school-university liaisons with our Professional Development School Districts, and University supervisors. TCSN meets monthly with specific sessions also involving education and content-area faculty. Professional learning for TCSN is planned for by representatives from each stakeholder group and carried out by a variety of these stakeholders or those who have specific expertise in the learning area of interest. Professional development sessions have focused on topics such as the following: 1) use of edTPA data to increase our understanding of how to work with our Teacher Candidates throughout the preparation process to help them successfully produce quality work on this assessment document; 2) how to engage in program and department internal and local assessment using edTPA outcomes to design strategies for program growth and enhancement; 3) how to teach our candidates using a lens of social justice and racial equity; 4) how to help our candidates engage in and facilitate Courageous Conversations; 5) how to help our candidates understand more deeply the instructional needs of English Language Learners; 6) enhancing opportunities for Teacher Candidates to understand the job interviewing and application process through expert panels, coaching, and practice interviews. The College of Education also has a Center for Educator Partnerships and Student Support. This Center was designed to respond to recent trends in educational reform that have focused on Professional Development Schools (PDS), where pre-service teachers spend much of their time in P-12 classrooms and work with collaborative teams of faculty from school districts and colleges of education. In conjunction with departments in the College of Education, the MSU, Mankato Center for Educator Partnership and Student Support has helped establish pilot sites in rural and urban settings, in traditional and non-traditional schools, with the goal of developing these into full-fledged teacher preparation partnership programs. PDS initiatives involving the University and its partner districts are designed to: 1) support collaborative projects that meet the unique needs of individual buildings in a district; 2) provide professional development opportunities for in-service and pre-service teachers; 3) offer quality clinical experiences for pre-service teachers; 4) provide mentorship opportunities for pre-service and beginning teachers; 5) provide for educational exchanges to share resources and best practices; 6) increase student achievement in P-12 classrooms. Additional information can be found at <http://ed.mnsu.edu/csuf/> Additionally, the College also houses a Center for Educator Support. This Center provides quality professional development experiences that help all teachers become more confident, capable, and effective practitioners. The Center for Educator Support has developed a model of support for educators that spans pre-service to in-service. This means impacting MSU-Mankato students who are in preparation to become professional educators in a collaborative and supportive way, and continuing to support them even after they obtain employment in schools. The Center holds an on-going contract with the New Teacher Center (California) in order to further refine and develop its model of preservice mentoring throughout field experiences and student teaching. The Center collects data regarding the mentoring process and candidate impact through an electronic platform known as "The Learning Zone" provided by the New Teacher Center. Data is analyzed and used to improve mentoring practice and engage in research studies related to powerful practice. More information can be found at: <http://ed.mnsu.edu/cmi/> The College of Education runs a special program known as the Teachers of Tomorrow. The MSU, Mankato College of Education "Teachers of Tomorrow" program is designed to meet individual candidate needs as they prepare to become a future teacher. ToT prepares individual candidates, particularly those who have entered the University through our recruiting efforts, for a successful career in teaching by providing specific, relevant supports that lead to enhanced teaching competencies. Advising and targeted guidance enable candidates to enter their classroom careers ready and able to effect change in the lives of children, families and communities. The ToT program embraces a belief in the power of education and engages faculty, staff and students in following the College of Education vision—to prepare professionals who embrace big ideas and real world thinking to ensure student success. More information can be found at: [http://ed.mnsu.edu/teachers\\_of\\_tomorrow.html](http://ed.mnsu.edu/teachers_of_tomorrow.html) The College of Education Teacher Licensure programs participate in a network of fourteen teacher preparation programs located in Minnesota, North Dakota and South Dakota known as "NExT (Network of Excellence in Teacher Education)." The network administers a set of four common surveys (known as "Common Metrics") to evaluate program effectiveness and engage collaboratively across the IHE's to design, implement and evaluate continuous improvement efforts and strategies. The surveys are administered at entry to teacher preparation, program completion, and one year after graduation. A parallel "Supervisor Survey" is administered to Principals of graduates at the same time the graduate survey is administered. Results on the surveys are combined with other measures of performance and achievement (e.g. EdTPA, MNES, observations) to assist faculty in their continuous improvement program planning. Further, the NExT collaborative is exploring additional methods for assessing the impact of its teacher graduates on P-12 student learning. This work is on-going and is supported by funds from the Bush Foundation. 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

[Bush Foundation Milestone Report](#)

## Complete Report Card

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