



Minnesota State-Mankato  
Traditional Report AY 2016-17  
Minnesota



REPORT COMPLETE

STATUS: CERTIFIED

## Institution Information

### ADDRESS

Armstrong Hall 118

### CITY

Mankato

### STATE

Minnesota

### ZIP

56001

### SALUTATION

Dr.

### FIRST NAME

Jean

### LAST NAME

Haar

### PHONE

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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?

(<https://www2.ed.gov/programs/tqpartnership/awards.html>)

☐ Yes

☒ No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ☐ Residency
- ☐ Pre-baccalaureate
- ☐ Both Residency and Pre-baccalaureate

# List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year’s report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

## 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 <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
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 Literature	No	
Middle Level Mathematics	No	
Middle Level Science	No	
Physical Education	No	
Science: Chemistry	No	
Science: Earth and Space	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
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	

Total number of teacher preparation programs: 32



# Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

## Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Junior year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- ☒ Yes
- ☐ No

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

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

4. Please provide any additional information 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 Policy & Procedures Advisory Board, representing the Professional Education unit evaluates each request on an individual basis. The 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 board membership is established 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>

## Undergraduate Requirements

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

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes

☐ No

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. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.38

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.54

6. Please provide any additional information about the information provided above:

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

# Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

- ☒ Yes
- ☐ No

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. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.73

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

5. What was the median GPA of individuals completing the program in academic year 2016-17?

6. Please provide any additional information about the information provided above:

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

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)	55
Number of students in supervised clinical experience during this academic year	936

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, student teaching experiences are conducted using a co-teaching model. 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 New Teacher Center professional development training. The use of New Teacher Center training and tools, we are able 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.

# Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Enrollment](#)

## Enrollment

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 2016-17	975
Unduplicated number of males enrolled in 2016-17	283
Unduplicated number of females enrolled in 2016-17	692

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. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	41
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	3
Asian	26
Black or African American	32
Native Hawaiian or Other Pacific Islander	0
White	839
Two or more races	22

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. 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\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

### What are CIP Codes?

☐

 No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<div>32</div>
13.10	Teacher Education - Special Education	<div>33</div>
13.1210	Teacher Education - Early Childhood Education	<div></div>
13.1202	Teacher Education - Elementary Education	<div>70</div>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<div></div>
13.1205	Teacher Education - Secondary Education	<div></div>
13.1206	Teacher Education - Multiple Levels	<div></div>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	6
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	8
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	1
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	3



CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="1"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

### What are CIP Codes?

☐ No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text" value="32"/>
13.10	Teacher Education - Special Education	<input type="text" value="33"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="70"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text" value="6"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="8"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text" value="1"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="6"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="3"/>
13.1312	Teacher Education - Music	<input type="text" value="3"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="1"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="8"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text" value="2"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text" value="1"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text" value="1"/>
13.1330	Teacher Education - Spanish	<input type="text" value="3"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	1 <input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

## Program Completers

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

2016-17	<div>179</div>
2015-16	<div>510</div>
2014-15	<div>306</div>

# Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## 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 <https://www2.ed.gov/about/offices/list/oep/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 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

6

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ☐ Yes
- ☒ No
- ☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. 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

7. Is your program preparing teachers in mathematics in 2017-18?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

6

9. 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.

## Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

10

12. Provide any additional comments, exceptions and explanations below:

## 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 <https://www2.ed.gov/about/offices/list/oep/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 2016-17

1. Did your program prepare teachers in science in 2016-17?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ☒ Yes  
☐ No  
☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. 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 Director of Recruitment and Retention. b. Increasing efforts to engage faculty in recruiting activities. c. The AVID program at university level is one approach used to enhance the recruitment of teacher candidates into teacher education programs. d. Teachers of Tomorrow program actively recruits students for shortage areas and offers scholarships.

### Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

4

9. 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 2018-19

10. Will your program prepare teachers in science in 2018-19?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

4

12. Provide any additional comments, exceptions and explanations below:



## 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 <https://www2.ed.gov/about/offices/list/oep/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 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

20

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- ☒ Yes  
☐ No  
☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. 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

7. Is your program preparing teachers in special education in 2017-18?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

20

9. 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.

## Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

20

12. Provide any additional comments, exceptions and explanations below:

At the undergraduate level, we have adjusted our metro program to be evenings only to meet the needs of students who work during the day. This will allow for increased enrollment and opportunity for more students to enter our program.

## 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 <https://www2.ed.gov/about/offices/list/oep/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 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

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

5

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- ☐ Yes  
☒ No  
☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. 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

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

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

7

9. 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.

### Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

5

12. 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.

## 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.

1. 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
- ☐ No

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

- ☒ Yes  
☐ No

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

- ☒ Yes  
☐ No  
☐ Program does not prepare special education teachers

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

- ☒ Yes  
☐ No

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

- ☒ Yes  
☐ No

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

- ☒ Yes  
☐ No

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

- ☒ Yes  
☐ No

8. 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.

# Assessment Pass Rates

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## 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, 2016-17	101	257	88	87
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	179	256	163	91
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	180	258	157	87
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2016-17	97	251	84	87
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2015-16	173	256	163	94
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2014-15	180	256	165	92
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	92	248	80	87
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2015-16	175	252	159	91
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2014-15	179	253	161	90
082 -BUSINESS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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			
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			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	2			
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
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	2			
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
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	3			
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	8			
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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	8			
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2016-17	3			
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	8			
110 -DANCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	1			
110 -DANCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	2			
111 -DANCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	1			
111 -DANCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	2			
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			
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			
0353 -ED. OF EXCEPTIONAL STUDENTS: CORE CONTENT Educational Testing Service (ETS) All program completers, 2014-15	2			
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	68	263	66	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	67	263	67	100
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	58	268	58	100
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	68	266	67	99
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	67	267	67	100
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	58	269	56	97
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	68	257	63	93
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	67	256	61	91
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	57	260	55	96
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	3			
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 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, 2015-16	3			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	6			
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			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	4			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	3			
160 -FRENCH: WORLD LANG./CULTURE SUBTEST 1 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, 2014-15	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, 2016-17	16	269	15	94
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	18	271	18	100
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	12	269	12	100
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	16	270	15	94
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	18	272	18	100
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	12	264	11	92
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	3			
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			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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			
102 -LIBRARY MEDIA SPECIALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	7			
102 -LIBRARY MEDIA SPECIALIST SUBTEST 1 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, 2016-17	7			
103 -LIBRARY MEDIA SPECIALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	8			
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 Evaluation Systems group of Pearson All program completers, 2014-15	8			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	3			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	11	250	10	91
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	8			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	3			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	11	255	10	91

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	8			
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	16	274	16	100
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	16	275	16	100
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2016-17	19	548	18	95
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2015-16	11	543	11	100
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	23	532	21	91
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2015-16	13	530	13	100
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	14	539	12	86
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	7			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2015-16	8			
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	7			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	2			
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	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	2				
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	3				
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	89	263	86	97	
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	114	262	111	97	
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	91	265	90	99	
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	89	262	85	96	
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	113	264	111	98	
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	91	266	89	98	
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	45	264	45	100	
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	87	262	85	98	
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	93	266	93	100	
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	45	266	45	100	
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	87	272	86	99	
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	93	273	93	100	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	16	265	16	100
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	18	265	17	94
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	13	256	13	100
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	16	267	16	100
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	17	267	17	100
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	13	265	13	100
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	3			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	3			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	1			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	7			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	10	180	10	100
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2016-17	2			
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	9			
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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
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, 2016-17	2			
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			
0522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2014-15	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			
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			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	7			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 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, 2015-16	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	3				
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	30	252	24	80	
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	53	251	46	87	
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	37	256	34	92	
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	14	261	14	100	
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	30	256	26	87	
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	53	254	48	91	
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, 2014-15	37	258	33	89	
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	14	270	14	100	
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	5				
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				
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	5				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	1			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	3			



# Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	146	111	76
All program completers, 2015-16	220	177	80
All program completers, 2014-15	208	177	85

# Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.  [\(§205\(a\)\(1\)\(D\), §205\(a\)\(1\)\(E\)\)](#)

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

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

- ☒ State
- ☒ NCATE
- ☐ TEAC
- ☐ CAEP
- ☐ Other specify:

2. 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)?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. 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.  [\(§205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

b. use technology effectively to collect data to improve teaching and learning

☒ Yes

☐ No

c. use technology effectively to manage data to improve teaching and learning

☒ Yes

☐ No

d. use technology effectively to analyze data to improve teaching and learning

☒ Yes

☐ No

2. 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. Teacher candidates complete a class focused on integrating technology into teaching and learning. Candidates 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. • Candidates participate in field experiences in the teacher preparation program which allow them to observe effective practicing teachers' integration of technology into teaching. Candidates share what they have learned through these observations in online forums, written work, and discussions. • Candidates integrate technology in their education and content classes as they progress through the teacher preparation program. Candidates 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. Candidates 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. Candidates learn how to deliver lessons in multiple formats using technology, including use of audio, video and multi-media. • Candidates 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. • Candidates learn to develop assessments aligned with state standards to collect student data. • Candidates 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 candidates complete 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.

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year’s report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## 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.  [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

☒ Yes

☐ No

b. participate as a member of individualized education program teams

☒ Yes

☐ No

c. teach students who are limited English proficient effectively

☒ Yes

☐ No

2. 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.

• Candidates 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. • Since fall 2010 elementary and secondary education majors were required to complete 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.

3. Does your program prepare special education teachers to:

**a. teach students with disabilities effectively**

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

**b. participate as a member of individualized education program teams**

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

**c. teach students who are limited English proficient effectively**

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

- 4. 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, the edTPA documentation that is required for all Teacher Candidates is also reviewed.

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## 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 (see below). 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. The 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 understanding of how to work with 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 candidates using a lens of social justice and racial equity; 4) how to help candidates engage in and facilitate Courageous Conversations; 5) how to help 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. The Center was designed to respond to needs in education that have focused on improving teacher preparation and enhancing support for P-12 student learning. Pre-service teacher candidates spend much of their time in P-12 classrooms and work with collaborative teams of faculty from school districts and colleges of education. 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/csup/> The College also houses a Center for Educator Support. This Center provides quality professional development experiences that help 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 teacher candidates 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 in order to further refine and develop its model of pre-service 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 supports a program known as the Teachers of Tomorrow (ToT). The 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 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 inspire lifelong learning and professional engagement through racial consciousness, social justice, and inclusion within a global context . 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.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.



# Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **975**.

Number of program completers from Section I: Program Information, Program Completers is **179**.

For a total enrollment of **1154**.

## Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Laura Maki

TITLE:

Director, Assessment and Research

## Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Laura Maki

TITLE:

Director, Assessment and Research

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	1031	975	-5.43%
<a href="#">Male Enrollment</a>	209	283	35.41%
<a href="#">Female Enrollment</a>	820	692	-15.61%
<a href="#">Hispanic/Latino Enrollment</a>	17	41	141.18%
<a href="#">American Indian or Alaska Native Enrollment</a>	2	3	50.00%
<a href="#">Asian Enrollment</a>	28	26	-7.14%
<a href="#">Black or African American Enrollment</a>	41	32	-21.95%
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	0	0	

Item	Last Year	This Year	Change
<a href="#">White Enrollment</a>	899	839	-6.67%
<a href="#">Two or more races Enrollment</a>	0	22	
<a href="#">Average number of clock hours required prior to student teaching</a>	950	950	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	640	640	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	0	0	
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	35	35	0.00%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	1300	55	-95.77%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	1002	936	-6.59%
<a href="#">Total completers for current academic year</a>	510	179	-64.90%
<a href="#">Total completers for prior academic year</a>	306	510	66.67%
<a href="#">Total completers for second prior academic year</a>	270	306	13.33%