



Minnesota State-Mankato  
Traditional Report AY 2017-18  
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

(507) 389-5445

### EMAIL

Jean.haar@mnsu.edu

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	
Physical Education	No	
Science: Chemistry	No	
Science: Earth and Space	No	
Science: General Science 5-8	No	

Total number of teacher preparation programs: 31

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
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: 31**

# Program Requirements

## THIS PAGE INCLUDES:

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

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.

## 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 including 1) at admission, 2) prior to student teaching, 3) at the completion of student teaching, and 4) at 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 the decision. The board membership is established each academic year and consists of representatives from each professional education department in the College of Education. When a student with 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 checked="" type="radio"/> Yes <input 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: <input type="text"/>	<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. What was the median GPA of individuals accepted into the program in academic year 2017-18?

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 2017-18?

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

2.75 is the minimum GPA for Special Education and K-12 and Secondary Programs. 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 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 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: <input type="text"/>	<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 2017-18?

3.83

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 2017-18?

4

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

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§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	18
Number of full-time equivalent faculty supervising clinical experience during this academic year	21
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	66
Number of students in supervised clinical experience during this academic year	912

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

In the College of Education, student teaching experiences are conducted using a co-teaching model, and teacher candidates and cooperating teachers are trained in co-teaching methods. These methods encourage comprehensive mentoring throughout the student teaching experience. Additionally, student teachers placed in our Partner School Districts receive mentoring from Teachers on Special Assignment and Supervisors (adjunct and full-time faculty) most who are trained in mentoring through New Teacher Center professional development training and Cognitive Coaching. The New Teacher Center tools facilitate data collection and ongoing assessment of the efficacy of mentoring practices. Moreover, these data sources are embedded into a multiple measures portfolio and 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 2017-18	960
Unduplicated number of males enrolled in 2017-18	237
Unduplicated number of females enrolled in 2017-18	721

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\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	48
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

3

Asian

28

Black or African American

32

Native Hawaiian or Other Pacific Islander

0

White

807

Two or more races

26

## Teachers Prepared

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 2017-18. 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 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text" value="17"/>
13.10	Teacher Education - Special Education	<input type="text" value="36"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="69"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="55"/>
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	12
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	9
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	6
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
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	2

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	3
13.14	Teacher Education - English as a Second Language	2
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 2017-18. 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 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	17
13.10	Teacher Education - Special Education	36
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	69
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	56
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	12
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	9
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	9
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	6
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
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	2
13.1331	Teacher Education - Speech	

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	3
13.14	Teacher Education - English as a Second Language	2
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	12
54	History	<input type="text"/>
16	Foreign Languages	2
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	9 <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"/>



## Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 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.

2017-18	<input type="text" value="178"/>
2016-17	<input type="text" value="179"/>
2015-16	<input type="text" value="510"/>

# 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/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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

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

6

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- 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:

### Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

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

4

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

### Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

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/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 2017-18

1. Did your program prepare teachers in science in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

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

4

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- Yes  
 No  
 Not applicable

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

The increase is because of an increase in graduate students pursuing science teaching licensure during at time when the employment outlook for undergraduates was poor. Immediate responses to student inquiries about the graduate teacher licensure program and quick evaluation (under one week) of undergraduate transcripts required for entry into the program encouraged students to select the MSU Graduate Teacher Licensure program.

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

We will continue to respond to graduate program applicants in a timely manner.

**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 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**

**7. Is your program preparing teachers in science in 2018-19?**

- Yes  
 No (leave remaining questions for year blank)

**8. How many prospective teachers did your program plan to add in science in 2018-19?**

7

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

It is anticipated that 7 students will complete the program during 18-19. There will be only two graduate students completing the program, compared to 8 in 17-18. The number of undergraduates completing the program remained relatively constant.

**Academic year 2019-20**

**10. Will your program prepare teachers in science in 2019-20?**

- Yes  
 No (leave remaining questions for year blank)

**11. How many prospective teachers does your program plan to add in science in 2019-20?**

4

**12. 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.

## 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/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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- Yes  
 No (leave remaining questions for year blank)

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

20

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- 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:

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

7. Is your program preparing teachers in special education in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

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

30

9. 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.

## Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

30

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

## 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/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 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- 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 2017-18?

7

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- Yes  
 No  
 Not applicable

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

Most students are completing the Graduate Teacher Licensure program to become licensed in ESL/TESL.

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

The English as a Second Language program is currently a minor; therefore, students are getting their primary degree in another teaching area. The program will have to become a major to improve performance in this area.

**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. 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**

**7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?**

- 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 2018-19?**

5

**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 2019-20**

**10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?**

- 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 2019-20?**

5

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

## 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:

The College of Education attends to the needs of local agencies in part through the Governance Council. The Governance Council is composed of the College of Education Dean, the Director of the Center for Educator Partnerships and Student Support and partner district Superintendents. The council meets regularly to discuss shared interests in P-20 education. Council members exchange ideas and provide valuable feedback about our programs and the needs of local districts. In partnership with the council, the college monitors trends in enrollment, completion, and teacher shortage areas. In addition to the participation of the superintendents in the Governance Council, program faculty convene advisory boards to inform programmatic decision making. For example, a Special Education (SPED) Advisory Board meets regularly to report needs and trends for special education, and local SPED directors participate in focus groups to inform faculty on instructional needs and trends. In addition, University Supervisors who make regular site visits in schools reflect on the instances and patterns they observe. The college also uses survey data to monitor the perceptions of school administrators with regard to teacher preparation. The college ensures breadth, depth, and overall quality of its preparation programs by following the Minnesota standards and rules for licensure programs. The Professional Education Licensing and Standards Board requires programs to prepare teachers who can create instructional opportunities adapted to students with diverse backgrounds and abilities. To meet these standards, program faculty align coursework to the Minnesota Standards of Effective Practice. In addition, candidates engage in extended field experiences with trained and skilled mentors, in service learning, in case studies with reflection, and in context assignments with diverse populations. Teacher candidates are also prepared through multiple, unique, and increasingly in-depth field experiences and student teaching placements. These placements are made intentionally in consultation with candidates, districts, and faculty. These placements provide opportunities for candidates to learn to teach effectively in urban and rural schools and to prepare effective instruction for learners with a range of needs. Teacher candidates are trained, evaluated, and coached by university faculty, cooperating teachers, and university supervisors. Moreover, supervisors participate in the Teacher Candidate Support Network, which meets regularly to engage in reflection and action, to share data and other information, and to ask and answer questions about effective teacher preparation.



## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [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.

## 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 enrolled students who have completed all noncl	1			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	85	254	75	88
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	68	252	61	90
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	98	259	89	91
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	177	256	163	92
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson Other enrolled students	77	250	69	90
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2017-18	61	252	57	93
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2016-17	89	255	84	94
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2015-16	171	257	163	95

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson Other enrolled students	81	246	68	84
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	69	247	61	88
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	87	250	81	93
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2015-16	171	252	159	93
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	1			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	1			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	8			
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
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) Other enrolled students	8			
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	2			
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	2			
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	5			
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) Other enrolled students	7			
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2017-18	3			
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2016-17	1			
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2015-16	5			
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) Other enrolled students	9			
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2017-18	2			
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2016-17	2			
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2015-16	5			
110 -DANCE SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
110 -DANCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
110 -DANCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	1			
111 -DANCE SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
111 -DANCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
111 -DANCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	1			
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	2			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	2			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	4			
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	70	262	68	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, 2017-18	66	260	65	98
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	69	262	67	97
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	68	263	68	100
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	85	270	84	99
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	66	264	65	98
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	69	266	68	99
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	68	266	68	100
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	63	256	56	89
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	66	256	63	95
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	69	258	66	96
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	68	256	63	93
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	3			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
084 -FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	6			
084 -FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	9			
084 -FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	4			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	6			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	9			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	4			
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 Other enrolled students	1			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	11	275	11	100
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	16	270	16	100
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	18	271	18	100
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	11	269	11	100
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	16	272	16	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	18	272	18	100
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
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			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	2			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	2			
102 -LIBRARY MEDIA SPECIALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	8			
102 -LIBRARY MEDIA SPECIALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	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 Other enrolled students	8			
103 -LIBRARY MEDIA SPECIALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	3			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	3			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	3			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	3			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	6			
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	253	10	91
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	6			
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	257	10	91
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	235	549	216	92
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2017-18	52	549	52	100
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2016-17	28	546	27	96
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2015-16	13	543	13	100
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson Other enrolled students	236	528	176	75
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	46	535	45	98
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	29	534	28	97
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2015-16	17	530	17	100
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	231	548	207	90
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	47	545	46	98
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	18	539	17	94
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	9			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	17	233	15	88

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2017-18	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 Other enrolled students	13	223	11	85
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	5			
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 Other enrolled students	15	244	14	93
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	5			
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 enrolled students who have completed all noncl	1			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	22	280	22	100
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
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			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	22	278	22	100

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, 2017-18	2			
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			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	116	264	112	97
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	108	263	108	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	90	263	88	98
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	115	262	113	98
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	118	263	111	94
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	108	264	107	99
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	90	263	87	97
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	114	264	113	99
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	47	265	45	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	72	267	72	100
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	46	264	45	98
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	87	263	87	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	47	271	47	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	72	269	71	99
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	46	265	46	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	87	272	87	100
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	9			
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
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	9			
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
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) Other enrolled students	10	181	10	100
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	2			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	5			
0710 -PPST READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
0710 -PPST READING Educational Testing Service (ETS) Other enrolled students	11	178	11	100
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2017-18	1			
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2016-17	1			
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2015-16	5			
0720 -PPST WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
0720 -PPST WRITING Educational Testing Service (ETS) Other enrolled students	9			
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2017-18	1			
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2016-17	1			
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2015-16	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0521 -PRICIPLES LEARNING & EARLY CHILDHOOD Educational Testing Service (ETS) Other enrolled students	1			
0521 -PRICIPLES LEARNING & EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2015-16	1			
0523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	1			
0524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	6			
0524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	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			
0522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	10	175	10	100
0522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	3			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	6			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	7			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	12	258	12	100
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	6			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	7			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	12	251	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	7			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	7			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	56	258	53	95
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	8			
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	4			
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	56	257	54	96
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	31	253	26	84
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	54	253	48	89

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	8			
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	58	257	50	86
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	56	258	53	95
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	4			
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	31	257	28	90
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	54	255	49	91
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	5			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	3			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	11	258	11	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			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	3			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	11	255	10	91
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			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	1			

## Summary Pass Rates

THIS PAGE INCLUDES:

[>> 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.

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	196	175	89
All program completers, 2016-17	147	126	86
All program completers, 2015-16	220	183	83

## Low-Performing

THIS PAGE INCLUDES:

>> [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.

## 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

# Use of Technology

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.

Throughout their coursework, candidates explore best practices in technology integration, have hands on practice with tools such as social media (Twitter), Smart Boards, iMovies, wikis, or blogs, and create technology enhanced-lessons. Candidates also use virtual interaction software to deliver lessons and give live feedback. During field experiences, candidates observe practicing teachers' integration of technology into teaching and further develop their own practices. 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. Special education programs also include a course in informal and formal assessment of individualized achievement and use of technology to collect, score, and analyze data. Principles of universal design are interwoven throughout 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 students and students receiving special education services as well as with students with varying learning preferences. Candidates learn how to deliver lessons in multiple formats using technology, including use of audio, video, and multi-media. Candidates practice using large scale assessment data such as the Northwest Education Measures of Academic Performance (used extensively by P-12 school district partners) to assess student learning and to develop lessons and interventions

differentiated to student needs. Candidates also develop assessments aligned with state standards and use spreadsheets, tables, and grading software to collect, manage, and analyze data to improve student learning. Candidates are required to assess lessons, aggregate and analyze data, and determine whether the lesson had the desired impact, and redesign their lessons to improve student learning.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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 EL specialists to assess and work collaboratively to meet IEP needs and limited English proficiency needs of students. Specific Minnesota Standards of Effective Practice from the Professional Education Licensing and Standards Board (PELSB) 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. Since fall 2010 elementary and secondary education majors are required to complete a methods course that includes teaching students who are limited English proficient. 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 completed through the edTPA documentation that is required for all teacher candidates and also through a survey administered during student teaching.

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 program, including courses in Due Process, Planning, and Design of IEPs, 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 reviewed. Evidence regarding candidate and graduate competencies in these areas is routinely acquired through our Common Metrics Surveys (described in Contextual Information). 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.

## Contextual Information

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.**

The College of Education is home to 74 programs, including Aviation and Military Science and Leadership. The college includes 65 teacher preparation programs in Elementary Education, Special Education, and K12 and Secondary Programs, 5 programs in Educational Leadership and Counseling and Student Personnel. The college has 18 bachelor's programs, 18 master's programs, 32 certificate programs, and 2 doctoral degree programs. The college's vision is to inspire lifelong learning and professional engagement through racial consciousness, social justice, and inclusion within a global context. Minnesota State University, Mankato continues to focus on effective partnerships, high quality field experiences, and high quality clinical practice as central to our preparation programs. Toward these efforts, the college includes the Center for Educator Partnerships and Student Support (<http://ed.mnsu.edu/cepss/>). The Center Director oversees the academic advising office within the college and collaborates with other center directors on professional development and student support activities. The Director also convenes the Governance Council with Partner District Superintendents and the College of Education Dean. Initiatives involving the University and its partner districts are designed to 1) support collaborative projects that meet the 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. The Office of Field and International Experience is another source of training and support for teacher candidates and supervisors. The Director facilitates the Teacher Candidate Support Network (TCSN), which 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 the Teachers on Special Assignment who serve as school-university liaisons with school districts and University Supervisors. University faculty and other stakeholders also facilitate sessions to discuss the classroom-clinical experience bridge. Professional learning for TCSN is planned for by representatives from each stakeholder group and carried out by a variety of these stakeholders. Professional development sessions have focused on 1) using edTPA data to better understand how to work with candidates throughout so they are ready to produce quality work for assessment; 2) using edTPA outcomes to design strategies for program growth and enhancement; 3) using a lens of social justice and racial equity in candidate preparation; 4) helping candidates engage in and facilitate Courageous Conversations; 5) helping candidates understand more deeply the instructional needs of English Language Learners; 6) enhancing opportunities for candidates to become familiar with the job interview and application process through expert panels, coaching, and practice interviews; and 7) soliciting feedback from candidates at the conclusion of their program for program improvement. College of Education supports student participation in the Teachers of Tomorrow student organization ([http://ed.mnsu.edu/teachers\\_of\\_tomorrow.html](http://ed.mnsu.edu/teachers_of_tomorrow.html)). The program is designed to meet individual candidate needs as they prepare to become a future teacher. The organization is advised by the Director of Recruitment and Retention with support from the Advising Office. The organization is focused on providing specific, relevant supports that lead to enhanced teaching competencies. Advising and targeted guidance enable candidates to enter their classrooms prepared. The Center for Educator Support (<http://ed.mnsu.edu/ces/>) provides professional development to help educators become more confident, capable, and effective practitioners. The center 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 contracts with the New Teacher Center to refine and develop its model of pre-service mentoring throughout field experiences and student teaching. The New Teacher Center includes a platform for the collection of data. Data is analyzed and used to improve mentoring practice and engage in research studies related to powerful practice. 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 IHEs 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 program completers on P-12 student learning.



## 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 **960**.

Number of program completers from Section I: Program Information, Program Completers is **178**.

For a total enrollment of **1138**.

## 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:

Jean Haar

TITLE:

Dean, College of Education

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	975	960	-1.54%
<a href="#">Male Enrollment</a>	283	237	-16.25%
<a href="#">Female Enrollment</a>	692	721	4.19%
<a href="#">Hispanic/Latino Enrollment</a>	41	48	17.07%
<a href="#">American Indian or Alaska Native Enrollment</a>	3	3	0.00%
<a href="#">Asian Enrollment</a>	26	28	7.69%
<a href="#">Black or African American Enrollment</a>	32	32	0.00%
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	0	0	

Item	Last Year	This Year	Change
<a href="#">White Enrollment</a>	839	807	-3.81%
<a href="#">Two or more races Enrollment</a>	22	26	18.18%
<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	18	
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	35	21	-40.00%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	55	66	20.00%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	936	912	-2.56%
<a href="#">Total completers for current academic year</a>	179	178	-0.56%
<a href="#">Total completers for prior academic year</a>	510	179	-64.90%
<a href="#">Total completers for second prior academic year</a>	306	510	66.67%