MN | **Minnesota State-Mankato**
Traditional Report AY 2018-19
Minnesota

● REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

173920

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1324	Teacher Education - Drama and Dance	UG	
13.1337	Teacher Education - Earth Science	UG	
13.14	Teacher Education - English as a Second Language	PG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	
13.1306	Teacher Education - Foreign Language	UG	
13.1307	Teacher Education - Health	Both	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1331	Teacher Education - Speech	PG	

Total number of teacher preparation programs:

35

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1331	Teacher Education - Speech	PG	

Total number of teacher preparation programs:

35

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

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

Element	Admission		Completion	
Interview	○ Yes	● No	○ Yes	● No
Other Specify:	○ Yes	○ No	○ Yes	○ No

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

2.75

3. What 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.)

3

4. 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

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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	○ Yes	● No
Minimum GPA in content area coursework	○ Yes	● No	○ Yes	● No
Minimum GPA in professional education coursework	○ Yes	● No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	● Yes	○ No	○ Yes	● No

Element	Admission		Completion	
Essay or personal statement	◉ Yes	○ No	○ Yes	◉ No
Interview	○ Yes	◉ No	○ Yes	◉ No
Other Specify:	○ Yes	○ No	○ Yes	○ 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 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.)

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

◉ Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	100
Number of clock hours required for student teaching	480

Are there programs in which candidates are the teacher of record?

◉ Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	100
Number of years required for teaching as the teacher of record in a classroom	0

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	21
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	41
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	606
Number of students in supervised clinical experience during this academic year	586

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 and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	1063
Subset of Program Completers	170

Gender	Total Enrolled	Subset of Program Completers
Male	233	36
Female	830	134
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	**Total Enrolled**	**Subset of Program Completers**
American Indian or Alaska Native	2	0
Asian	26	8
Black or African American	27	5
Hispanic/Latino of any race	60	10
Native Hawaiian or Other Pacific Islander	0	0
White	910	143

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	30	3
No Race/Ethnicity Reported	8	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	30	3
No Race/Ethnicity Reported	8	1

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2018-19**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	34
13.1202	Teacher Education - Elementary Education	96

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	4
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
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	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	8
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2018-19**

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	34
13.1202	Teacher Education - Elementary Education	96
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	4
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	8
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

1. Program 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.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ◉ Yes
- ○ No

2. Describe your goal.

To prepare 4 prospective teachers

3. Did your program meet the goal?

- ◉ Yes
- ○ No

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:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

To prepare 10 prospective teachers

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

To prepare 10 prospective teachers

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

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.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

Timely 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 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.

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

Five students graduated prepared to teach life science and 1 student graduated prepared to teach earth science.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

To prepare 4 prospective teachers

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

To prepare 4 prospective teachers

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

To prepare 30 potential special education teachers

3. Did your program meet the goal?

- ● Yes
- ○ No

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

At the undergraduate level, we adjusted our metro program to an evenings-only model for courses to better meet the needs of students working during the day. We hope this provides opportunity for more students to enter our program.

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:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

To prepare 30 potential special education teachers

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

To prepare 30 potential special education teachers

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

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

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

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:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

THIS PAGE INCLUDES:

>> Assessment Pass Rates

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	12	263	11	92
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	18	253	17	94
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	67	253	61	91
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	97	259	89	92
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson Other enrolled students	14	254	13	93
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2018-19	14	246	12	86
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	88	255	84	95
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	12	254	11	92
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2018-19	15	243	12	80
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	68	248	61	90
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	87	250	81	93
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
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, 2018-19	8			
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			

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 Other enrolled students	2			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	8			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	8			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	2			
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	1			
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2017-18	1			
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2016-17	1			
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) Other enrolled students	1			
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2016-17	1			
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 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 All program completers, 2018-19	1			
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	43	260	39	91
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	49	257	44	90
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	44	264	43	98
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	48	260	42	88
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	46	264	41	89
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	61	256	56	92
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	1			
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	49	260	48	98
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
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	15	273	15	100
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	49	269	49	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	1			
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	36	261	36	100
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	65	256	63	97
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	69	258	66	96
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
084 -FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
084 -FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
084 -FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	9			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	4			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	9			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	10	265	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	10	272	10	100
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
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
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			
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			
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			
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			
062 -LIFE SCIENCE 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 (%)
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	3			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	5			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	3			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
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			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	4			
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			
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	236	547	212	90
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2018-19	101	551	99	98
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2017-18	53	549	53	100

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 All program completers, 2016-17	29	547	28	97
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson Other enrolled students	236	526	167	71
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2018-19	102	531	89	87
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	48	536	47	98
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	29	534	28	97
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	235	546	201	86
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	97	549	92	95
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	48	545	47	98
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	19	538	18	95
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	1			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2018-19	12	233	11	92
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2017-18	7			
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2018-19	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	5			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	12	242	10	83
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	5			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	5			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	3			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	2			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	5			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	5			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	3			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	2			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	62	263	58	94
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	130	264	129	99
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	109	263	109	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	90	264	89	99
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	60	263	57	95
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	130	263	127	98
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	109	264	108	99
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	90	263	89	99
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	17	271	17	100
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	52	263	51	98
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
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	17	273	17	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	52	266	52	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	72	269	72	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	46	265	46	100
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	9			
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
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	9			
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
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	1			
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0521 -PRICIPLES LEARNING & EARLY CHILDHOOD Educational Testing Service (ETS) Other enrolled students	1			
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	1			
0522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1			
0522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2017-18	2			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	3			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	7			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	7			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	3			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	7			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	7			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 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, 2017-18	2			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	12	261	11	92

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	28	261	27	96
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	11	261	11	100
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	28	264	27	96
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	4			
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	8			
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	11	265	11	100
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
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	55	257	54	98
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	31	253	26	84
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	8			
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	11	264	11	100
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	53	260	53	100
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
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	6			
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			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	6			
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 (%)
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
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

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	191	157	82
All program completers, 2017-18	198	182	92
All program completers, 2016-17	146	126	86

Low-Performing

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

Low-Performing

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

☑ CAEP

☐ AAQEP

☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

○ 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.

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.**

   Candidates learn how to deliver lessons in multiple formats using technology, including use of audio, video, and multi-media. Throughout their coursework, candidates explore best practices in technology integration, have hands on practice with tools such as social media (Twitter), Smart Boards, and iMovies and create technology enhanced-lessons. Candidates participate in a virtual reality simulation to practice their lesson design and delivery. 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. 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

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

    a. **Teach students with disabilities effectively**

    Through coursework and clinical experiences, candidates are trained in developmental needs of students and the interventions and accommodations needed for students with disabilities. During their training, candidates work with special educators and learn about assessing needs and collaborating to meet goals. Through coursework, candidates receive specific instruction in the development of differentiated curriculum planning, instruction, and assessment to meet the needs of student with disabilities and IEPs. Minnesota Standards of Effective Practice from the Professional Education Licensing and Standards Board (PELSB) are included with course content and are monitored with assessments to evaluate candidate competency.

    b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

    Through coursework and clinical experiences, candidates learn about special education law and how to work alongside special educators and students to assessing and address needs as part of a collaborative team.

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

    Candidates are trained to work effectively with students with limited English proficiency through coursework and clinical experiences. During clinical experiences, candidates work with specialists to assess and to collaboratively meet the needs of students with limited English proficiency. Course work provides specific instruction in the development of differentiated curriculum planning, instruction, and assessment to support the development of students' English proficiency. Minnesota Standards of Effective Practice from the Professional Education Licensing and Standards Board (PELSB) are included with course content and are monitored with assessments to evaluate candidate competency. In addition, 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.

2. **Does your program prepare special education teachers?**

    ● **Yes**
    ○ **No**

    If yes, provide a description of the activities that prepare *special education teachers* to:

    a. **Teach students with disabilities effectively**

    Our program contains specific classes in research-validated instructional strategies that have been proven effective for working with students with disabilities. 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

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the** *Individuals with Disabilities Education Act.*

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.

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

Coursework and clinical experiences include and incorporate teaching strategies for students who are English Language Learners.

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.

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.

Committed to serving children, families and communities, the COE vision is to inspire lifelong learning and professional engagement through racial consciousness, social justice, and inclusion within a global context. Its mission is to prepare professionals through research and evidence-based practices who demonstrate excellence in their profession. The primary role of the COE is to prepare professional educators, counselors, and education leaders. The college consists of a unique blend of academic programs, support services, partnerships and outreach. The intensity of preparing candidates for the profession requires a significant investment in human resources, knowledge and skill development, and professional assessments. Currently, the college offers 5 undergraduate programs, 18 graduate programs and 12 certificates. The college includes 65 teacher preparation programs in Elementary Education, Special Education, and K-12 and Secondary Programs. With 1,812 students enrolled in the College, approximately 1,000 are undergraduates and 812 are graduate level students seeking doctorate, specialist and Master's degrees as well as continuing education certification. Additionally, the college provides extensive continuing education and customized training opportunity for practitioners in the field through a variety of professional centers. The college maintains rigorous standards set forth by the professional education community, and the majority of its programs have secured and maintained national accreditation and state licensure approval for decades. 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. 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; and 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 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 understand and meet the instructional needs of English Language Learners; 5) enhancing opportunities for candidates to become familiar with the job interview and application processes through expert panels, coaching, and practice interviews; and 6) soliciting feedback from candidates at the conclusion of their program for program improvement. The Center for Educator Support 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 impacts teacher candidates who are in preparation to become professional educators and continues 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 also 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.

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