

MN

Minnesota State-Mankato
Traditional Report AY 2022-23
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

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), 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](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year’s IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.99	Teacher Education - Other	PG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

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

Note: This section is preloaded from the prior year's IPRC.

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
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 checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

2.75

3. What 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

Note: This section is preloaded from the prior year’s IPRC.

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	<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

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

3

3. What 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

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§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	<div>100</div>
Number of clock hours required for student teaching	<div>480</div>

You have programs with the teacher of record model, but "years required for teaching as the teacher of record" is 0. Please correct the data, or confirm.

☒ I confirm that there are 0 hours required

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

Years required of 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)

30

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

33

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

499

Number of students in supervised clinical experience during this academic year

483

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))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

2022-23 Total	
Total Number of Individuals Enrolled	539
Subset of Program Completers	171

Gender	Total Enrolled	Subset of Program Completers
Male	110	31
Female	429	140
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	3	2
Asian	18	6
Black or African American	26	4
Hispanic/Latino of any race	16	8
Native Hawaiian or Other Pacific Islander	0	0
White	475	151

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	<input type="text" value="0"/>	<input type="text" value="0"/>
No Race/Ethnicity Reported	<input type="text" value="1"/>	<input type="text" value="0"/>

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 2022-23.

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 2022-23

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	<div>29</div>

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	71
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	12
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	10
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	4
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	15
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<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 2022-23. 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?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2022-23

If this provider 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	<input type="text" value="29"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="71"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="12"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="8"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="6"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="10"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="4"/>
13.1312	Teacher Education - Music	<input type="text" value="4"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="15"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="1"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
54	History	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. 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

Note: This section is preloaded from the prior year's IPRC.

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. 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 complete extended field experiences with trained and skilled mentors, service learning projects, case studies with reflection, and context assignments with diverse populations. Teacher candidates are also prepared through multiple, unique, and increasingly in-depth field experiences and student teaching placements. Placements are made intentionally in consultation with candidates, districts, and faculty and 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. 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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

To prepare 10 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:

Four students graduated from the program.

Review Current Year’s Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

To prepare 10 prospective teachers.

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? 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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

To prepare 2 prospective teachers.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We offered classes for students to complete science teaching degrees.

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

Program faculty attended the Minnesota Conference on Science Education to promote and advertise our science education programs to science teachers in Minnesota. We continue to look at ways to attract and retain students in the science teaching program.

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

Review Current Year’s Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

To prepare 2 prospective teachers.

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? 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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 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:

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 (2023-24)

7. Is your program preparing teachers in special education in 2023-24? 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 (2024-25)

9. Will your program prepare teachers in special education in 2024-25? 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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 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 (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? 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 RTI'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

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

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 RTI'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:

>> [Summary Pass Rates](#)

Summary Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

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

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year’s IPRC.

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 formative digital assessment software, cloud office suites, learning management software, collaborative software, and other tools for technology integration. Students practice using technology tools within their lessons to support learners within the classroom environment. Candidates use virtual reality simulations to practice lesson design and delivery. Candidates also use virtual interaction software to deliver lessons and give live feedback. During their field experiences, candidates observe practicing teachers' integration of classroom or district technology in teaching to further develop their own competencies. Candidates practice using field experience lesson data 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, determine whether the lesson had the desired impact, and redesign their lessons to improve student learning.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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. 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. During their training, candidates work with special educators and learn about assessing needs and collaborating to meet goals. Minnesota Standards of Effective Practice from the Professional Education Licensing and Standards Board 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 assess and address student 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. Course work provides specific instruction in the development of differentiated curriculum planning, instruction, and assessment to support the development of students' English proficiency. During clinical experiences, candidates work with specialists to assess and work collaboratively to meet the needs of students with limited English proficiency. Minnesota Standards of Effective Practice from the Professional Education Licensing and Standards Board 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 with limited English proficiency. Field experience 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 completed in part with the edTPA documentation required for 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 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 and 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, and update as needed.

Note: This section is preloaded from the prior year’s IPRC.

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.

Committed to serving children, families and communities, the College of Education vision is to be a community engaged in anti-racist, anti-oppressive practices striving to advance social justice and equitable outcomes leading to measurable growth. The college's commitment is to support, prepare, sustain, and make meaningful contributions that cultivate anti-oppressive change. Through culturally sustaining, anti-biased, anti-racist practices, we foster educational environments that promote diversity, equity, inclusion, and belonging in response to the needs of our institutional partners and the broader community. Our collective work is guided by our belief in each other, our collaborations, our scholarly work, and practitioner engagements. 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. The college maintains rigorous standards set forth by the professional education community, and most 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. Toward these efforts, the college provides continuing education and customized training for practitioners through a variety of professional centers. The Center for Educator Partnerships and Student Support, including the academic advising office within the college, collaborates with other center directors on professional development and student support activities and convenes the Governance Council with Partner District Superintendents and the College of Education Dean. The goals of the partnership include 1) collaborative projects that meet the needs of individual buildings in a district; 2) professional development opportunities for in-service and pre-service teachers; 3) quality clinical experiences for pre-service teachers; 4) mentorship opportunities for pre-service and beginning teachers; 5) educational exchanges to share resources and best practices; and 6) student achievement in P-12 classrooms. The Office of Field and International Experience also provides training and support for teacher candidates and supervisors. The Director facilitates the Teacher Candidate Support Network (TCSN). Professional development sessions have focused on 1) culturally relevant and responsive teaching, 2) anti-racist practices, 3) using edTPA data to better understand how to work with candidates, 4) using edTPA outcomes to design strategies for program growth and enhancement, and 5) using a lens of social justice and racial equity in candidate preparation. In addition, student teaching candidates are provide seminars on developing culturally relevant and responsive pedagogy, addressing trauma in the school setting, understanding and meeting the instructional needs of English Language Learners, and becoming familiar with the job interview and application processes through expert panels, coaching, and practice interviews. 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 and in-service. This impacts teacher candidates who are in preparation to become professional educators and continues to support them 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.

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 of 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