title **II** **highereducationact**

Minnesota State-Mankato
Traditional Program

2015 | Title II Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: Minnesota State-Mankato
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Minnesota

Address: Armstrong Hall 118

Mankato, MN, 56001

Contact Name: Dr. Jean Haar
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

   Award year:

   Grantee name:

   Project name:

   Grant number:

   List partner districts/LEAs:

   List other partners:

   Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Business Ed (collaborative program with Winona State)	No
Chemistry	No
Communications Arts and Literature (English/Speech)	No
Dance	No
Developmental Cognitive Disabilities	No
Developmental/Adaptive P.E.	No
Early Childhood Special Education	No
Earth and Space	No
Elementary Education	No
Emotional Behavioral Disorders	No

English as a Second Language	No
Family Consumer Science	No
Graduate Initial Licensure (5-12 and K-12)	No
Health Science	No
Learning Disabled	No
Library Media Specialist	No
Life Science	No
Mathematics	No
Middle School (Grades 5-8)	No
Music (vocal and instrumental)	No
Physical Education (Human Performance)	No
Physics	No
Reading (K-12 Reading Teacher)	No
Social Studies	No
Visual Arts	No
World Languages and Cultures (Spanish/French/German)	No
Total number of teacher preparation programs: 26	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Junior year

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
http://ed.mnsu.edu/advising/admission/onlineprofed.html

Please provide any additional comments about or exceptions to the admissions information provided above:

Students are formally evaluated at specified transition points in Professional Education: 1) Admission, 2) Prior to student teaching, 3) Completion of student teaching and 4) Program completion. Note: Individual programs do have additional transition points often every semester. The MAT or Graduate Teacher Licensure program does require recommendations and a personal statement.

The Variance Request Process is designed to formalize the process by which a student may appeal a decision relating to Professional Concerns or program requirements. The Professional Education Review Board, representing the Professional Education unit evaluates each request on an individual basis. The Review Board will also automatically hear cases of students who may be placed on non-continuance or expulsion and will hear cases of professional concerns reports if candidates wish to appeal them. The committee is established for each academic year and consist of representatives from each professional education department in the College of Education. When a student from a major outside the College of Education has an appeal before the committee, a faculty member from the student's department may also serve on the committee.

For additional information please visit: http://ed.mnsu.edu/resources/varience.html

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes

Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.41

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

3.57

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.8

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

3.84

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Total number of students enrolled in 2013-14:	732
Unduplicated number of males enrolled in 2013-14:	200
Unduplicated number of females enrolled in 2013-14:	532

2013-14	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	20
Race	
American Indian or Alaska Native:	0
Asian:	9
Black or African American:	17
Native Hawaiian or Other Pacific Islander:	0
White:	643
Two or more races:	14

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	462
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	45
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1288
Number of students in supervised clinical experience during this academic year	1226

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

The College of Education has revised programs to assure significantly increased field experience in courses prior to student teaching for elementary, secondary, content area, and special education candidates. In addition, all student teaching experiences are conducted using a co-teaching model. All cooperating teachers are trained in co-teaching methods. This method provides comprehensive mentoring throughout the student teaching experience. Further, student teachers place in our eight Partner School Districts also receive mentoring from "Teachers on Special Assignment" who are trained in mentoring through the New Teacher Center (San Jose, California).

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	57
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	80
Teacher Education - Junior High/Intermediate/Middle School Education	105
Teacher Education - Secondary Education	96
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	6
Teacher Education - Business	1
Teacher Education - English/Language Arts	18
Teacher Education - Foreign Language	
Teacher Education - Health	11
Teacher Education - Family and Consumer Sciences/Home Economics	4
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	10
Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	10

Teacher Education - Reading	36
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	
Teacher Education - Social Studies	17
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	3
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	1
Teacher Education - Spanish	4
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	13
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	55
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	80
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	33
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	12
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	7
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	9
Teacher Education - Reading	36
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	15
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	2

Teacher Education - Drama and Dance	1
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	3
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	2
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Library Media Education	3

Section I.f Program Completers

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

2013-14: 270

2012-13: 198

2011-12: 243

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual

including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

10

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Pre-admission advising, collaboration with content area faculty, collaboration with community/technical college faculty.

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

The majority of on and off-campus recruitment activities were planned and coordinated by the Maverick Recruitment Coordinator with faculty involvement.

Provide any additional comments, exceptions and explanations below:

A secondary education amplified math program was planned to begin at the Edina campus in 2013-14. Due to lack of student enrollment and interest, this plan was put on hold. We continue to get students directly from H.S. who are interested in Math Education, and we work closely with them to get them into the program. We continue to advise Elementary Education students to add on the M.S. license for Mathematics.

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

10

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

5

Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

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

In the Sciences, we continue to get most students internal to the various science departments, who are interested in changing from a science major to a Science Education major, and we work closely with them to get them into the programs. We continue to advise Elementary Education students to add on the M.S. license for General Science.

Provide any additional comments, exceptions and explanations below:

We hope to continue increasing the number of science education candidates through the following activities:

a. Recruitment activities on and off campus coordinated by our Recruitment Coordinator.

b. Increasing efforts to engage faculty in recruiting activities.

c. Our AVID program at university level is designed to enhance capacity to recruit

science teacher education programs and ensure their graduation.

d. Teachers of Tomorrow program actively recruits students for shortage areas and offers scholarships.

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

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

7

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

20

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

•Recruitment activities on and off campus are coordinated by the Recruitment Coordinator and efforts to increase faculty engagement in recruiting activities are occurring.

•Teachers of Tomorrow program actively recruits students for shortage areas and offers scholarships

•The Special Education Department has been approved to offer and Academic and Behavioral Disorders (ABD) licensure program. This program will also be offered at the Edina campus.

reach working teachers.

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

20

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

20

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

5

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Pre-admission advising, collaboration with content area faculty, collaboration with community/technical college faculty.

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

The majority of on and off-campus recruitment activities were planned and coordinated by the Maverick Recruitment Coordinator with faculty involvement.

Provide any additional comments, exceptions and explanations below:

We have increased our direct communication with the English faculty who oversee the English as a Second Language program. We have had more collaboration, especially as it relates to graduate students who may start the ESL program to gain a separate Master's degree, and then decide to also work with the College of Education to gain the teaching license.

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
Yes

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

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

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

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

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

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

Describe your institution's most successful strategies in meeting the assurances listed above:

Part of our requirements from the Minnesota Department of Education and Board of Teaching deal with diversity. For example: Sub point 4, Standard 3, diverse learners indicates a teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. All of our programs and teacher candidates must address this overall standard and the sub-standards contain within.

In addition, our College has an advisory board made up of superintendents, principals, classroom teachers, current and former students, and faculty from the college. This advisory board meets regularly to discuss what they are seeing and hearing. This information provides valuable feedback about our programs and students to our college and faculty. In addition, specific research is conducted through conversations with school partners and surveys of students and employers to understand the performance of candidates and the needs of schools.

Within our college we offer: courses that are carefully aligned to State Board of Teaching Standards of Effective Practice, thereby assuring that candidates are effectively licensed in Minnesota; case studies with reflection; extended field experiences with mentoring; service learning and context assignments with diverse populations where candidates lack exposure, understanding, or experience. Candidate placement rates are high and local districts seek teachers from our graduates.

Local SPED directors serve on focus groups and a Special Education Advisory Board meets regularly to report needs/trends for special education and student teaching supervisors systematically report trends noted during visits to surrounding schools.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	173	255	146	84
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	110	254	92	84
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	28	256	25	89
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2013-14	174	251	150	86
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2012-13	110	251	93	85

001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2011-12	42	252	30	80
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2013-14	176	250	159	90
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2012-13	110	250	94	85
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2011-12	25	259	23	92
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	1			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	3			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	1			
0245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	11	266	11	100
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	5			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	15	263	15	100
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	11	255	11	100
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	5			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	15	254	14	93
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	2			
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	7			
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	28	179	28	100
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2013-14	1			
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2012-13	9			
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2011-12	28	180	28	100
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2013-14	3			

5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2012-13	6			
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2011-12	28	176	28	100
110 -DANCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
110 -DANCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	2			
111 -DANCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	3			
111 -DANCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	2			
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	11	268	11	100
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	11	258	11	100
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
0571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0353 -ED. OF EXCEPTIONAL STUDENTS: CORE CONTENT Educational Testing Service (ETS) All program completers, 2012-13	2			
0353 -ED. OF EXCEPTIONAL STUDENTS: CORE CONTENT Educational Testing Service (ETS) All program completers, 2011-12	3			
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	67	263	65	97
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	69	256	67	97
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	112	260	108	96
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	66	268	66	100
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	69	261	65	94
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	111	260	109	98
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2013-14	67	257	62	93
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2012-13	68	254	63	93
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2011-12	111	251	100	90

0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	11	263	10	91
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	1			
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	5			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	11	255	9	82
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	1			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	5			
084 -FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	4			
084 -FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	7			
084 -FAMILY AND CONSUMER SCIENCES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	2			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	4			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	7			
085 -FAMILY AND CONSUMER SCIENCES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	2			
160 -FRENCH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
160 -FRENCH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	1			
161 -FRENCH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
161 -FRENCH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	1			
162 -GERMAN: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	1			
163 -GERMAN: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	1			
0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	1			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	9			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	9			

056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	12	268	12	100
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	9			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	9			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	12	268	12	100
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	2			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	4			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	6			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	3			
102 -LIBRARY MEDIA SPECIALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
102 -LIBRARY MEDIA SPECIALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	7			
103 -LIBRARY MEDIA SPECIALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	3			
103 -LIBRARY MEDIA SPECIALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	7			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	3			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	4			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	3			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	4			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	8			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	10	248	8	80
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	8			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	8			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	10	251	9	90

035 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	8			
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	4			
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	5			
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	3			
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	4			
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	5			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2013-14	2			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	1			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	1			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	11	276	11	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	1			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	11	272	11	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	87	261	85	98
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	106	258	104	98
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	123	259	121	98
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	86	260	80	93
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	105	259	101	96
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	124	259	121	98
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	87	263	85	98

014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	85	250	82	99
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	99	257	96	97
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	87	270	86	99
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	83	265	83	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	98	266	98	100
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	9			
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	16	264	16	100
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	9			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	9			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	16	264	16	100
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	9			
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	1			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	1			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	12	180	12	100
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	66	180	66	100
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	101	180	100	99
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2013-14	11	180	11	100
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2012-13	63	178	62	98
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2011-12	91	179	90	99
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2013-14	9			

Test				
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2012-13	83	176	83	100
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2011-12	103	176	102	99
0523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2012-13	2			
0523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	1			
0524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	3			
0524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	2			
0524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	2			
0522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	3			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	16	256	15	94
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	15	249	14	93
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	10	249	8	80
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	16	252	16	100
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	15	242	13	87
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	9			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	2			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	4			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	1			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	2			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	4			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	1			
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	24	243	17	71
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	15	260	15	100

180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	51	261	51	100
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	56	261	53	95
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	24	247	19	79
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	15	275	15	100
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	50	269	50	100
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	55	266	54	98
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	8			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	6			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	3			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	8			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	6			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	1			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	4			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	3			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	202	152	75
All program completers, 2012-13	210	169	80
All program completers, 2011-12	273	243	89

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  Yes
- use technology effectively to collect data to improve teaching and learning
  Yes
- use technology effectively to manage data to improve teaching and learning
  Yes
- use technology effectively to analyze data to improve teaching and learning
  Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

• The pre-service teacher program prepares teachers to integrate technology effectively into curricula and instruction in several ways. All teacher candidates complete a rigorous class focused on integrating technology into teaching and learning. Students create technology enhanced lessons, explore best practices in technology integration, have hands on practice with tools such as Smart Boards, iMovies, wikis, or blogs and discuss and write about how, when, and why technology should be used in teaching and learning.

• Students participate in field experiences in the teacher preparation program which allow them to observe effective practicing teachers' integration of technology into teaching. Students share what they have learned through these observations in online forums, written work, and discussions.

• Students integrate technology in their education and content classes as they progress through the teacher preparation program. Students develop increasingly sophisticated technology integrated lessons as they approach student teaching.

• Principles of universal design are interwoven through the technology classes and in other courses in the preparation program. Students learn how to differentiate instruction using technology, and how to adapt and choose technology to meet the needs of diverse learners. Specific instruction includes using technology with ELL and special education students, as well as students with varying learning preferences, especially visual learners. Students learn how to deliver format in multiple formats using technology, including use of audio, video and multi-media.

• All students learn to use excel, tables, and grading software to collect, manage, and analyze data to improve student learning. They are required to complete assessments of lessons, aggregate and analyze data to determine if their teaching had the desired impact on student learning and redesign lessons to improve impact on student learning.

• All students learn to develop assessments aligned with state standards to collect student data.

• All students learn to use large scale assessment data such as state tests and the Northwest Education Measures of Academic Performance (used extensively by P-12 school district partners) to assess student learning progress and develop lessons and interventions differentiated to student needs. They also learn how to develop formative assessments aligned to standards to measure progress aligned to large scale assessments.

•Coursework in special education includes instruction in universal design principles, assistive technology, second life or another form or virtual reality, instructional software for planning and teaching lessons and units, and information on copyright, intellectual property, web-safety, and social networking sites in P-12 schools. In addition, graduate and undergraduate program students complete rigorous coursework in data-based decision making using various technology tools to monitor and graph progress. Also, special education programs contain a course in informal and formal assessment of individualized achievement and use technology to collect, score, and analyze data.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

• All students are trained in developmental needs of students and the interventions and accommodations needed for students with disabilities and for students with limited English proficiency. They learn how to work with special educators and ESL specialists to assess and work collaboratively to meet IEP needs and limited English proficiency needs of students. Specific standards of effective practice from the State Board of Teaching are aligned in several courses and are monitored with assessments to determine candidate competency.

• Course work provides specific instruction in the development of differentiated curriculum planning, instruction, and assessment to meet the needs of student with disabilities, IEPs, and limited English proficiency.

on diverse student populations. This is especially done through the edTPA documentation that is required for all Teacher Candidates.

• Starting the fall 2010 all elementary and secondary education majors were required to take a methods course that includes teaching students who are limited English proficient.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Our program contains specific classes in research-validated instructional strategies that have been proven effective for working with students with disabilities. Literacy strategies are also included for students with limited English proficiency. Continuous emphasis is given to individualized education program teams throughout our programs, including courses in Due Process, Planning, and Design of IEP's, Special Education Law, Transition Planning, and Assessment, Evaluation, and Individualized Planning for Diverse Learners in our coursework.

Additionally, this is especially done through the edTPA documentation that is required for all Teacher Candidates.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Each year, the Career Development Center (CDC) is responsible for gathering and distributing the MnSCU Graduate Follow-up survey data for our campus. This data represents the status of individual graduates within one year following graduation. This year, we achieved an impressive overall response rate of 86.3% across all colleges and majors. Noteworthy items from the 2013 class include: • The overall employment rate for this group was 92.2%. For the College of Education, the related employment rate was 89.8%. • The overall related employment rate for the class of 2012 is 80.0%. Given what has been happening with the economy and the job market over the past several years, this decline in the related employment rate is not surprising and is consistent with what has occurred for other MnSCU schools and across the nation. • The College of Education class of 2013 had 7.3% of its graduates go on to continue their education. For breakdown and overview of teacher preparation contextual information, please see: * http://www.mnsu.edu/cdc/resources/statistics/2012-2013/mnsu-colleges-snapshot.pdf#page=4 * http://www.mnsu.edu/cdc/resources/statistics/2012-2013/colleges/mnsu-colleges-employers.pdf#page=25 * http://ed.mnsu.edu/coe-annualreport.pdf

Supporting Files

Complete Report Card

AY 2013-14

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https://title2.ed.gov/Secured/DataCollection/Institution/PrintReport.aspx?Year=2015   4/30/2015