Title II
Higher Education Act

SUBMIT REPORTS

Minnesota State-Mankato
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: Minnesota State-Mankato

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Minnesota

Address: Armstrong Hall 118

Mankato, MN, 56001

Contact Name: Dr. Jean Haar

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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Experience in a classroom or working with children	No	No
Minimum number of courses/credites/semester hours completed	Yes	No

Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE 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	Yes	No
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify: Passing of Writing Assessment Lab)	Yes	Yes

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

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

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

Does your initial teacher certification program conditionally admit students? Yes

Please provide any additional 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 Program 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.

Total number of students enrolled in 2010-11:	1275
Unduplicated number of males enrolled in 2010-11:	401
Unduplicated number of females enrolled in 2010-11:	874

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	18
Race	
American Indian or Alaska Native:	4
Asian:	20
Black or African American:	21
Native Hawaiian or Other Pacific Islander:	0
White:	1183
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	462
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	22
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1550
Number of students in supervised clinical experience during this academic year	1766

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.

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	68
Teacher Education - Early Childhood Education	52

Teacher Education - Elementary Education	115
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	2
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	11
Teacher Education - Business	
Teacher Education - English/Language Arts	54
Teacher Education - Foreign Language	5
Teacher Education - Health	13
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	35
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	31
Teacher Education - Reading	8
Teacher Education - Science Teacher Education/General Science	15
Teacher Education - Social Science	
Teacher Education - Social Studies	22
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	2
Teacher Education- History	
Teacher Education - Physics	1
Teacher Education - Spanish	3
Teacher Education - Speech	15
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 - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	68
Teacher Education - Early Childhood Education	18
Teacher Education - Elementary Education	115
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	2
Teacher Education - Agriculture	
Teacher Education - Art	11
Teacher Education - Business	
Teacher Education - English/Language Arts	10
Teacher Education - Foreign Language	5
Teacher Education - Health	13
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	8
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	31
Teacher Education - Reading	
Teacher Education - Science	5
Teacher Education - Social Science	
Teacher Education - Social Studies	14
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	1
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	4

Teacher Education - Speech	10
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	4
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:	

Section I.e Program Completers

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

2010-11: 367

2009-10: 347

2008-09: 345

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2011-12 **Goal:** 8 - 5-12 Mathematics **Goal met?** Yes **Description of strategies used to achieve goal:** • Pre-admission advising • Collaboration with content-area faculty • Collaboration with community/technical college faculty • Students are apprised of scholarships through the TEACH Grants **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** In addition to steps above: • Recruitment activities on and off campus by the Recruitment Coordinator (new position) and faculty
Science	**Academic year:** 2011-12 **Goal:** 11 - 5-12 Science **Goal met?** No **Description of strategies used to achieve goal:** • Pre-admission advising • Collaboration with content-area faculty

	• Collaboration with community/technical college faculty • Students are apprised of scholarships through the TEACH Grants **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** In addition to steps above: • Recruitment activities on and off campus by faculty will be intensified and the Recruitment Coordinator (new position)will support this effort	
Special education	**Academic year:** 2011-12 **Goal:** 30 initial and 30 add-on **Goal met?** Yes **Description of strategies used to achieve goal:** • For our alternative licensure teacher preparation program we offer all of our SEP classes at both the Mankato and the metro Edina location. • We offer our graduate licensure programs for EBD and LD at both the Edina and Mankato locations in the evening so that working professionals can attend. • Our undergraduate DCD program is offered at Normandale Community College and Mankato. • An Autism Spectrum Disorder certificate was enrolled based on local district needs. • Recruitment activities on and off campus including attendance at state and national recruiting events. • Employment of a recruitment coordinator (new position) • Faculty activities to recruit candidates. • A Special Education Advisory Council was established to monitor and address needs and recruit and retain candidates. • Students are apprised of scholarships through the TEACH Grants **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** One lesson learned through formal and informal surveys is that while alternative graduate licensure students report that they do not want their entire program to be online, they appreciate hybrid courses and appropriate courses being offered online.	
Instruction of limited English proficient students	**Academic year:** 2011-12 **Goal:** 8 TESL **Goal met?** No **Description of strategies used to achieve goal:** • Pre-admission advising • Collaboration among elementary education, secondary education, and content-area faculty to increase TESOL as a minor and add on license	

	• TESOL content classes offered online to increase access to candidates
	• Collaboration with community/technical college faculty
	• Students are apprised of scholarships through the TEACH Grants
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	In addition to steps above:
	• Recruitment activities on and off campus by the Recruitment Coordinator (new position) and faculty
	• Advising students to seek a minor or second license as part of their preparation through banded tuition.
N/A	**Academic year:** 2011-12
	Goal: N/A
	Goal met?
	Description of strategies used to achieve goal:
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
Yes

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how 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 Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	3				96	175
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	7				93	175
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	8				99	177
003 -Basic Skills: Mathematics Evaluation Systems group of Pearson All program completers, 2010-11	3				81	254
003 -Basic Skills: Mathematics Evaluation Systems group of Pearson All program completers, 2009-10	1					
001 -Basic Skills: Reading Evaluation Systems group of Pearson All program completers, 2010-11	4				78	256
001 -Basic Skills: Reading Evaluation Systems group of Pearson All program completers, 2009-10	1					

002 -Basic Skills: Writing Evaluation Systems group of Pearson All program completers, 2010-11	5				83	253
002 -Basic Skills: Writing Evaluation Systems group of Pearson All program completers, 2009-10	1					
0235 -Biology: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	3				100	171
0235 -Biology: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	13	164	13	100	100	170
0235 -Biology: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	4				99	170
0245 -Chemistry: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	1				100	169
050 -Communication Arts/Lit Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	8				99	268
050 -Communication Arts/Lit Subtest 1 Evaluation Systems group of Pearson All program completers, 2009-10	1					
051 -Communication Arts/Lit Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	8				95	254
051 -Communication Arts/Lit Subtest 2 Evaluation Systems group of Pearson All program completers, 2009-10	1					
5730 -Computerized PPST Mathematics Educational Testing Service (ETS) All program completers, 2010-11	37	180	37	100	99	181
5730 -Computerized PPST Mathematics Educational Testing Service (ETS) All program completers, 2009-10	42	180	41	98	99	181
5730 -Computerized PPST Mathematics Educational Testing Service (ETS) All program completers, 2008-09	25	180	25	100	99	181
5710 -Computerized PPST Reading Educational Testing Service (ETS) All program completers, 2010-11	37	179	36	97	97	180
5710 -Computerized PPST Reading Educational Testing Service (ETS) All program completers, 2009-10	47	178	47	100	98	180

Test						
5710 -Computerized PPST Reading Educational Testing Service (ETS) All program completers, 2008-09	32	179	32	100	99	180
5720 -Computerized PPST Writing Educational Testing Service (ETS) All program completers, 2010-11	38	177	38	100	96	177
5720 -Computerized PPST Writing Educational Testing Service (ETS) All program completers, 2009-10	43	176	42	98	98	177
5720 -Computerized PPST Writing Educational Testing Service (ETS) All program completers, 2008-09	27	175	26	96	98	177
020 -Early Childhood Education Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	15	264	15	100	98	265
021 -Early Childhood Education Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	15	258	13	87	95	257
0022 -Early Childhood: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	1				100	179
0022 -Early Childhood: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	16	175	16	100	99	178
0022 -Early Childhood: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	10	177	10	100	100	177
060 -Earth and Space Science Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	1					
061 -Earth and Space Science Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	1					
0571 -Earth and Space Science: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	1					
0571 -Earth and Space Science: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	2				100	179
0571 -Earth and Space Science: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	3				100	170
0353 -Ed. of Exceptional Students: Core Content Educational Testing Service (ETS) All program completers, 2010-11	49	182	49	100	99	179

0353 -Ed. of Exceptional Students: Core Content Educational Testing Service (ETS) All program completers, 2009-10	41	174	39	95	98	178
0353 -Ed. of Exceptional Students: Core Content Educational Testing Service (ETS) All program completers, 2008-09	50	177	50	100	100	178
024 -Elementary Education Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	51	260	49	96	96	261
025 -Elementary Education Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	51	256	44	86	93	264
026 -Elementary Education Subtest 3 Evaluation Systems group of Pearson All program completers, 2010-11	51	240	32	63	78	250
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	49	164	49	100	99	169
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	88	164	87	99	99	171
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	115	165	115	100	99	171
114 -English as a Second Language Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	1				98	267
115 -English as a Second Language Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	1				91	261
0041 -English Language: Literature and Composition Educational Testing Service (ETS) All program completers, 2010-11	11	170	11	100	100	180
0041 -English Language: Literature and Composition Educational Testing Service (ETS) All program completers, 2009-10	10	167	9	90	98	179
0041 -English Language: Literature and Composition Educational Testing Service (ETS) All program completers, 2008-09	12	172	12	100	100	182
0360 -English to Speakers of Other Languages Educational Testing Service (ETS) All program completers, 2010-11	4				100	753
0360 -English to Speakers of Other Languages Educational Testing Service (ETS) All program completers, 2008-09	4				96	733

0120 -Family and Consumer Sciences Educational Testing Service (ETS) All program completers, 2008-09	1					
0121 -Family and Consumer Sciences II Educational Testing Service (ETS) All program completers, 2010-11	1					
0121 -Family and Consumer Sciences II Educational Testing Service (ETS) All program completers, 2009-10	5				100	173
0121 -Family and Consumer Sciences II Educational Testing Service (ETS) All program completers, 2008-09	7					
084 -Family and Consumer Sciences Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	1					
085 -Family and Consumer Sciences Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	1					
160 -French: World Lang./Culture Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	1					
161 -French: World Lang./Culture Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	1					
0182 -German Productive Language Skills Educational Testing Service (ETS) All program completers, 2010-11	1					
0182 -German Productive Language Skills Educational Testing Service (ETS) All program completers, 2009-10	1					
162 -German: World Lang./Culture Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	1					
163 -German: World Lang./Culture Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	1					
0550 -Health Education Educational Testing Service (ETS) All program completers, 2010-11	7				100	693
0550 -Health Education Educational Testing Service (ETS) All program completers, 2009-10	16	688	16	100	100	707
0550 -Health Education Educational Testing Service (ETS) All program completers, 2008-09	12	699	12	100	99	711

056 -Health Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	4				100	269
057 -Health Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	4				100	267
106 -Instrumental & Vocal Classroom Music Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	3				100	264
107 -Instrumental & Vocal Classroom Music Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	3				97	260
0310 -Library Media Specialist Educational Testing Service (ETS) All program completers, 2010-11	4					
0310 -Library Media Specialist Educational Testing Service (ETS) All program completers, 2009-10	2					
0310 -Library Media Specialist Educational Testing Service (ETS) All program completers, 2008-09	12	696	12	100	100	695
0311 -Library Media Specialist II Educational Testing Service (ETS) All program completers, 2010-11	3					
102 -Library Media Specialist Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	2					
103 -Library Media Specialist Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	2					
062 -Life Science Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	2				89	256
063 -Life Science Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	2				83	249
054 -Mathematics Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	1				89	257
055 -Mathematics Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	1				93	258
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	9				100	161

Assessment						
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	10	152	9	90	98	160
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	8				100	162
0439 -Middle School Science Educational Testing Service (ETS) All program completers, 2010-11	7				86	167
0439 -Middle School Science Educational Testing Service (ETS) All program completers, 2008-09	1					
0113 -Music: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	6				100	172
0113 -Music: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	6				98	171
0113 -Music: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	4				99	172
010 -Pedagogy: Early Childhood Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	13	279	13	100	100	279
011 -Pedagogy: Early Childhood Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	13	274	13	100	100	274
012 -Pedagogy: Elementary Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	62	255	53	85	94	258
012 -Pedagogy: Elementary Subtest 1 Evaluation Systems group of Pearson All program completers, 2008-09	1				30	235
013 -Pedagogy: Elementary Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	62	252	53	85	93	261
013 -Pedagogy: Elementary Subtest 2 Evaluation Systems group of Pearson All program completers, 2008-09	1				50	238
014 -Pedagogy: Secondary Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	59	257	58	98	96	260
014 -Pedagogy: Secondary Subtest 1 Evaluation Systems group of Pearson All program completers, 2009-10	2				88	254

015 -Pedagogy: Secondary Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	60	266	57	95	99	270
015 -Pedagogy: Secondary Subtest 2 Evaluation Systems group of Pearson All program completers, 2009-10	2				88	259
0091 -Physical Education Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	10	155	10	100	100	158
0091 -Physical Education Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	18	156	18	100	100	160
0091 -Physical Education Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	20	157	20	100	99	159
112 -Physical Education Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	9				97	256
113 -Physical Education Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	9				97	258
064 -Physics Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	1					
065 -Physics Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	1					
0265 -Physics: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	1				94	166
0265 -Physics: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	2				100	163
0730 -PPST Mathematics Educational Testing Service (ETS) All program completers, 2010-11	220	179	212	96	97	181
0730 -PPST Mathematics Educational Testing Service (ETS) All program completers, 2009-10	172	178	163	95	97	181
0730 -PPST Mathematics Educational Testing Service (ETS) All program completers, 2008-09	124	180	123	99	98	181
0710 -PPST Reading Educational Testing Service (ETS) All program completers, 2010-11	220	178	204	93	96	179

0710 -PPST Reading Educational Testing Service (ETS) All program completers, 2009-10	173	178	163	94	97	179
0710 -PPST Reading Educational Testing Service (ETS) All program completers, 2008-09	130	178	127	98	97	179
0720 -PPST Writing Educational Testing Service (ETS) All program completers, 2010-11	220	175	211	96	97	177
0720 -PPST Writing Educational Testing Service (ETS) All program completers, 2009-10	174	175	167	96	98	177
0720 -PPST Writing Educational Testing Service (ETS) All program completers, 2008-09	123	176	119	97	98	177
0521 -Priciples Learning & Early Childhood Educational Testing Service (ETS) All program completers, 2010-11	1				99	184
0521 -Priciples Learning & Early Childhood Educational Testing Service (ETS) All program completers, 2009-10	15	182	15	100	99	183
0521 -Priciples Learning & Early Childhood Educational Testing Service (ETS) All program completers, 2008-09	10	185	10	100	99	184
0523 -Principles Learning & Teaching 5-9 Educational Testing Service (ETS) All program completers, 2010-11	2				98	172
0523 -Principles Learning & Teaching 5-9 Educational Testing Service (ETS) All program completers, 2009-10	8				98	174
0523 -Principles Learning & Teaching 5-9 Educational Testing Service (ETS) All program completers, 2008-09	18	170	18	100	100	173
0524 -Principles Learning & Teaching 7-12 Educational Testing Service (ETS) All program completers, 2010-11	69	175	69	100	100	177
0524 -Principles Learning & Teaching 7-12 Educational Testing Service (ETS) All program completers, 2009-10	113	171	110	97	99	176
0524 -Principles Learning & Teaching 7-12 Educational Testing Service (ETS) All program completers, 2008-09	76	174	76	100	99	176
0522 -Principles Learning & Teaching K-6 Educational Testing Service (ETS) All program completers, 2010-11	68	177	68	100	99	178

0522 -Principles Learning & Teaching K-6 Educational Testing Service (ETS) All program completers, 2009-10	99	176	98	99	99	178
0522 -Principles Learning & Teaching K-6 Educational Testing Service (ETS) All program completers, 2008-09	139	176	139	100	99	178
052 -Social Studies Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	7				82	250
053 -Social Studies Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	7				66	241
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	9				100	171
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	19	167	19	100	100	169
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	15	170	15	100	100	168
0192 -Spanish Productive Language Skills Educational Testing Service (ETS) All program completers, 2010-11	1				95	173
0192 -Spanish Productive Language Skills Educational Testing Service (ETS) All program completers, 2009-10	5				96	174
0192 -Spanish Productive Language Skills Educational Testing Service (ETS) All program completers, 2008-09	3				88	173
164 -Spanish: World Lang./Culture Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	2				68	241
164 -Spanish: World Lang./Culture Subtest 1 Evaluation Systems group of Pearson All program completers, 2009-10	1					
165 -Spanish: World Lang./Culture Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	2				64	231
165 -Spanish: World Lang./Culture Subtest 2 Evaluation Systems group of Pearson All program completers, 2009-10	1					
180 -Special Education Core Skills Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	31	253	26	84	93	257

180 -Special Education Core Skills Subtest 1 Evaluation Systems group of Pearson All program completers, 2009-10	2					
181 -Special Education Core Skills Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	31	262	28	90	96	267
181 -Special Education Core Skills Subtest 2 Evaluation Systems group of Pearson All program completers, 2009-10	2					
104 -Visual Arts Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	5				85	250
105 -Visual Arts Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	5				63	241

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	332	278	84	85
All program completers, 2009-10	264	245	93	95
All program completers, 2008-09	281	270	96	96

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. Technology

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 how your program 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 how your program 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

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 how your program 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.

• Field experiences and student teaching require candidates to document the needs of diverse populations in the classroom and to demonstrate assessment of impact on diverse student populations.

• 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 how your program 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.

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.

Supporting Files

Minnesota State-Mankato

Traditional Program

2010-11

Contact Us - Glossary - Log out

Title II, Higher Education Act
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